

EDUCATIONAL RESOURCES INFORMATION CENTER

November 1977

Volume 12 Number 11



resources

in

education

RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal. RESOURCES IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution

Material for this publication was processed for Linotron printing by Operations Research, Incorporated under contract with the National Institute of Education. Use of funds for printing approved by the Office of Management and Budget July 1, 1977. Contents do not necessarily reflect official National Institute of Education policy.

Subscription: Domestic, \$42.70 a year; foreign, \$10.70 additional. Single copy: Domestic, \$3.60. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Subscriptions to the **Resources in Education** cumulative Semiannual Indexes will be available starting with the 1976 issues, January-June and July-December. Prices for the two volumes published each year: \$18.00 domestic, \$22.50 foreign. Single copies may be purchased for \$9.00 domestic, \$11.25 foreign. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402.

SPECIAL ANNOUNCEMENTS

SPONSORING AGENCIES ADDED TO INSTITUTION INDEX

Beginning with the issue of *Resources in Education (RIE)* for July 1977 the Institution Index will incorporate entries for Sponsoring Agencies as well as entries for those organizations responsible for document preparation. All subsequent cumulative indexes will be expanded similarly. This improvement has been made in response to user requests and is intended to improve user access to materials announced in *RIE*.

NIE PRICES FOR MICROFICHE (MF) AND PAPER COPY (HC)

Please consult Table of Contents for HOW TO ORDER ERIC DOCUMENTS for the latest prices and ordering information from the:

ERIC Document Reproduction Service
P.O. Box 190, Arlington, Virginia 22210

Prices are subject to change. Please refer to the most recent issue of *RIE* for current ordering information.

How to Submit Documents to ERIC

If you have documents or reports which you would like to have considered for announcement in *Resources in Education (RIE)*, you should send clear, legible copies (in duplicate, if possible) to the following location:

Educational Resources Information Center (ERIC), National Institute of Education, Washington, D.C. 20208.

Should the documents be copyrighted, it would be helpful if you could include a letter giving ERIC permission to reproduce in Hard Copy or Microfiche, or Microfiche only. If the latter is selected, and there is a source of obtaining the original publication, please provide ordering and price information.

To Subscribers to *Resources in Education*

Address inquiries about missing issues to:

CIB Service Section
U.S. Government Printing Office
Washington, D.C. 20401
Phone: 202 275-3050

Depository Libraries should contact:

Director
Library & Statutory Distribution Service (SL)
U.S. Government Printing Office
Washington, D.C. 20401
Phone: 703 557-2050

Reminder

ERIC no longer publishes an Annual Index to *Resources in Education*.

Starting with the 1976 issues, subscriptions to the *RIE* Semiannual Indexes are available. Prices for the two volumes each year: \$18.00 domestic, \$22.50 foreign. Single copies: \$9.00 domestic, \$11.25 foreign. Send check or money order (no stamps) to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

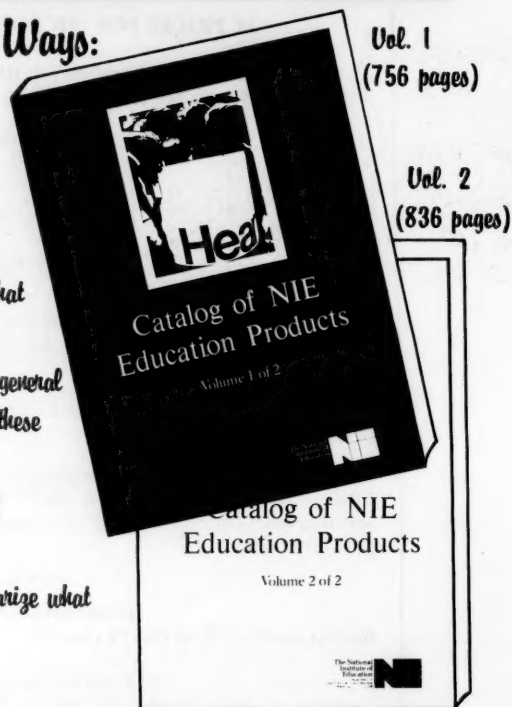
EDUCATORS !!!

The new 1975

Catalog of NIE Education Products

...It Can Help You in 6 Important Ways:

1. Stated goals and purposes help you find the right products to meet your special needs.
2. Brief descriptions give you a sense of what the products are and how they are designed to work.
3. Detailed cost data allow you to select materials that best fit your budget.
4. Time and staff requirements, patterns of use, and general implementation procedures suggest how to install these products in your school.
5. Assessment provisions tell you how product-related improvements are measured.
6. Developers' claims of product effectiveness summarize what positive results you might anticipate.



Catalog of NIE Education Products, 1975. Bound in 2 volumes.

- The first catalog of education products developed, in whole or in part, under National Institute of Education sponsorship.
- Consumer information on 660 products for improving or facilitating the education process.

MAIL ORDER FORM TO:

Superintendent of Documents,
U.S. Government Printing Office,
Washington, D.C. 20402

CATALOG OF NIE EDUCATION PRODUCTS, 1975

For Use of Supt. Docs.

Enclosed is \$_____ (check, money order, or Supt. of Doc. coupons) for
 _____ copies of Volume 1 (Stock No. 017-080-01555-2) at \$10.00 ea.
 _____ copies of Volume 2 (Stock No. 017-080-01556-1) at \$12.00 ea.

Please charge this order
to my Deposit Account
No. _____

Name _____
 Street Address _____
 City and State _____ ZIP Code _____

A 25% discount on orders of 100 or more mailed to the same address.

Volume 12 Number 11 November 1977

Resources in Education

ED 139 903-141 492**Table of Contents****DOCUMENT SECTION 3****Document résumés 5****INDEX SECTION****Subject index 229****Author index 349****Institution index 377****Clearinghouse Number/ED Number Cross Reference index 397****NEW THESAURUS TERMS 403****OTHER ERIC PRODUCTS 409****HOW TO ORDER ERIC DOCUMENTS 413****HOW TO ORDER ERIC PUBLICATIONS 415**

Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

UNITED STATES

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 654 321** 56 **CE 123 456**

Title. *Smith, John D. Johnson, Jane*
Career Education for Women

Organization where document originated. Central Univ., Chicago, Ill.

Date published. Spons. Agency—National Inst. of Education (DHEW), Washington, D. C.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded. Report No—CU-208 I-S

Alternate source for obtaining documents. Pub Date May 73

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above. Contract—NIE-C-73-0001

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

Abstractor's initials.

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
CE—Career Education	5-37	PS—Early Childhood Education	147-156
CG—Counseling and Personnel Services	37-51	RC—Rural Education and Small Schools	156-168
CS—Reading and Communication Skills	52-73	SE—Science, Mathematics, and Environmental Education	168-182
EA—Educational Management	73-91	SO—Social Studies/Social Science Education	182-194
EC—Handicapped and Gifted Children	92-102	SP—Teacher Education	194-207
FL—Languages and Linguistics	102-114	TM—Tests, Measurement, and Evaluation	207-215
HE—Higher Education	114-126	UD—Urban Education	215-227
IR—Information Resources	126-138		
JC—Junior Colleges	138-147		

CE

ED 139 903 CE 008 640

Sage, September '72.

California Univ., Los Angeles. Graduate School

of Education

Pub Date Sep 72

Note—52p.; Marginal illustrations; Best copy

available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Advisory Committees, *Career Education, Community Control, Graduate Study,

Humanistic Education, Internship Programs,

Occupational Surveys, Regional Cooperation,

Secondary Education, *Vocational Education,

Welfare Services

Identifiers—Office of Education, United States

Written primarily by Education Professions

Development Act (EPDA) fellows in the University

of California, Graduate School of Education,

Division of Vocational Education, this issue is a

compilation of 14 articles on vocational education:

(1) Career Education, We May Need to Explain

the "Whole Thing" (Tony Pitale), (2) The

Historical and Social Base for Vocational-Technical

Education Principles (Parker V. Foster), (3)

The Myth of Community Control of Schools (Lloyd M. McCullough), (4) The Internship

Concept for Doctoral Students in the Graduate

School of Education ("Patsalozzi"), (5) USOE—

The Pre and Post Conceptions of One Involved

Observer (Chris T. Chialtas), (6) Why Didn't

They Tell Me? (Ralph Bregman), (7) The Regional

Concept for Vocational Education in

California Secondary Schools (Parker V. Foster),

(8) Interpersonal Relations Achieved Through

Simulation (Alan P. Wunsch), (9) Have We Been

Following Our Products? (Joseph A. Miller), (10)

Evaluation of Vocational Education Advisory

Committees (Ralph Bregman), (11) Points to

Keep in Mind When Considering and/or

Conducting a Field Project under Subcontract (Ralph

Bregman, Greg Ohannesson, and Parker Foster),

(12) The Imperial Valley Occupational Survey

(Greg Ohannesson), (13) Education—A Tool for

Welfare Reform? (Frank Santoro), and (14) Humanistic

Education (Lawrence A. Johannsen).

(EM)

ED 139 904 95 CE 009 933

Wendel, Robert, Ed. And Others

A Teacher's Guide to Metrics. A Series of In-

Service Booklets Designed for Adult Educators.

Ohio State Dept. of Education, Columbus. Div. of

Federal Assistance.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Bureau No—018A76SD

Note—135p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adult Basic Education, Adult Education

Programs, *Adult Educators, Adult Learning,

Decimal Fractions, Guidelines, High School

Equivalency Programs, *Inservice Teacher Education,

Instructional Materials, *Learning Activities, Measurement,

*Metric System, Program Administration, Teaching

Guides, Temperature, *Units of Study, Weight

This series of seven booklets is designed to

train teachers of adults in metrication, as a

prerequisite to offering metrics in adult basic

education and general educational development

programs. The seven booklets provide a guide

representing an integration of metric teaching

methods and metric materials to place the adult

in an active learning environment, with learning

activities arranged to help the adult learn metrics

by actually using metric measures. The first section

of booklet 1 contains a general introduction

to the series and to metrics instruction; the

second contains guidelines for conducting inservice

sessions on metrication; the third section is

an evaluation of selected metric equipment.

Booklets 2-7 each contain from one to four units

of instruction for teacher inservice sessions. Unit

contents include objectives, teaching strategies,

teaching evaluation, sample written exercises, and

lists of resources. The units in their respective

booklets are as follows: Booklet 2—understanding

the need for metrics, understanding calibration,

the decimal system, and understanding prefixes;

booklet 3—measuring length, and determining

area; booklet 4—measuring volume; booklet 5—

measuring weight; booklet 6—determining temperature;

and booklet 7—conversion between metric

units. (Although the series could be used by

adult educators for self-study, the authors recommend

that it accompany inservice sessions led by

trained metric educators.) (MF)

ED 139 905 95 CE 010 014

Bishop, John

Queuing for Union Jobs and the Social Return to

Schooling. Institute for Research on Poverty

Discussion Papers, Report 360-76.

Wisconsin Univ., Madison. Inst. for Research on

Poverty.

Spons Agency—National Inst. of Education (D-

HEW), Washington, D.C.

Pub Date Sep 76

Contract—NIE-G-74-0100

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Graduates, Economic

Research, *Educational Benefits, *Educational

Experience, Employees, High School Graduates,

Labor Market, *Labor Unions, Manpower

Utilization, Personnel Policy, *Salary Differentials, *Wages

An analysis of the argument that a market im-

perfecture (wage differentials and queuing caused

by unions) raises the marginal social product

(MSP) of college education above the average

before-tax private wage premium (APP) for college

(this discrepancy is called a union-Q-nality)

focuses on verifying five hypotheses: (1) Workers

with identical productive capabilities are paid

more in unionized industry and this is a market

distortion, (2) there is a negative correlation

between years of college and industry unionization,

(3) college graduates do not take union jobs

away from high school graduates, (4) from 1950

to the present, there has been a negative association

between an industry's unionization and the

size of its wage premium for schooling, and (5)

relative wages are more flexible in the nonunion

sector of the economy. The author, in narrative

and tabular detail, examines the association

between unionization and education of the work

force as well as skill differentials and industry

unionization; derives a formula for the MSP for a

multisector, multi-input economy having a union

wage differential and varying flexibility of relative

wages; presents empirical specification and results

of a regression analysis of 1968, 1973, and 1974

Current Population Surveys (CPS) supporting

hypotheses 2, 4 and 5; and calculates the social

return to schooling and compares it to private

return. (EM)

ED 139 906 CE 010 314

Struck, John W. Curtis, Carroll A.

Research and Development Project in Career Education.

Final Report.

Pennsylvania Research Coordinating Unit for Vocational

Education, Harrisburg.

Spons Agency—Bureau of Occupational and

Adult Education (DHEW/OE), Washington,

D.C.

Bureau No—V361030L

Pub Date Dec 74

Grant—OEG-0-73-3007

Note—216p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Administrator Attitudes, Career

Choice, *Career Education, Computer

Oriented Programs, Curriculum Development,

*Educational Objectives, Educational

Research, Elementary Secondary Education,

Job Placement, Parent Attitudes, Pilot Projects,

*Program Administration, Program Descriptions,

*Program Effectiveness, *Program

Evaluation, School Districts, Student Attitudes,

*Student Evaluation, Teacher Attitudes, Vocational

Counseling, Vocational Education, Work

Experience Programs

Identifiers—Pennsylvania

Specific programmatic segments of career education developed at four career education pilot sites in Pennsylvania—Ebensburg, Crawford County, Philadelphia, and McKeesport—were evaluated for the period June 1973 to September 1974. Evaluation was conducted through questionnaires, interviews, and observation. The Ebensburg project, conducted at a vocational-technical school, expanded the TIME scheduling model (Temporally Individualized Modular Education—a flexible scheduling arrangement) into the business education departments at six leading high schools. Practicum modules for academically oriented students and job or work experience modules were provided. The Crawford County project focused on the elementary component of career education to continue to develop and implement a model computer resource career oriented curriculum for use at the K-6 level which focuses on career awareness, self-awareness, and the significance of work. Field orientation and exploration constituted a significant part of the Philadelphia program and also featured a strong career counseling and guidance component. The McKeesport project focused on the development, operation, testing, expansion, and diffusion of a comprehensive career education program (K-12) with emphasis on developing a model adaptable by other school districts. In this report, goals and objectives, procedures, evaluative results, conclusions, and recommendations are described in detail for each of the four sites. Appendixes contain questionnaires, evaluation forms, and other materials used in the evaluation study. (TA)

ED 139 907 CE 010 316

Selected Alternatives for Serving More High School-Aged Students in the Vocational-Technical Schools. Final Report.

Peat, Marwick, Mitchell, and Co., Hartford, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford.

Pub Date Dec 75

Note—128p.; Some tables may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Educational Facilities, *Educational Opportunities, Estimated Costs, Facility Planning, *Facility Utilization Research, High School Organization, Program Costs, School Schedules, Senior High Schools, *Vocational Education, *Vocational High Schools

Identifiers—Connecticut

This final report discusses a project designed to study increased use of the 16 vocational-technical (VT) schools in Connecticut to serve more individuals of high school age; compare advantages and disadvantages of feasible alternatives; and recommend viable approaches for increasing facility use for serving more individuals. Chapter I outlines the project. Chapter II discusses 10 options which were studied, for example: Operate VT schools on a continuous school year basis. Each option section covers requirements for adoption and the advantages and disadvantages of the option. Chapter III presents five suggested alternatives for uses of the facilities. Each alternative section presents a description and provides the following information: Number of students utilizing VT schools, number of students graduating each year, composition of students' instructional program, instructional continuum, VT school facilities, equipment, staffing requirements, curriculum considerations, student scheduling, impact on local education agency, impact on students, bus transportation, public relations/information dissemination, and estimated resources requirements. Chapter IV provides estimated operating, capital, and start-up costs for each alternative. Cost estimates for building more vocational schools are also given. Chapter V suggests implementation tasks and gives target dates for the various steps for the five alternatives. Schedules, tables, evaluative criteria, and other related materials are included in the report. (LMS)

ED 139 908 08 CE 010 317

Brickell, Henry M. And Others

Three-Site Evaluation for Career Development Projects.

Policy Studies in Education, New York, N.Y.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington,

D.C.; Ohio State Dept. of Education, Columbus, Div. of Vocational Education.

Pub Date Jun 76

Note—156p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Academic Achievement, Affective Objectives, *Career Education, Cognitive Objectives, Cost Effectiveness, Elementary Secondary Education, Fused Curriculum, Program Costs, *Program Effectiveness, Program Evaluation, *State Programs, *Student Evaluation, *Vocational Development

Identifiers—*Ohio

An evaluation was done of three sites (Cincinnati, Cleveland, and Springfield) participating in Ohio's Career Development Program for students in grades K-10 from 1975-1976 to (1) assess leadership characteristics of the individual programs and classroom teaching activities of the program teachers and (2) determine the amount and type of student learning of career education concepts in grades 3, 6, 8, and 10. To assess the program process, the local program directors, school administrators, teachers, and students were interviewed, instructional materials were examined, and classrooms were visited during 2-day site visits. Utilizing tests developed in Ohio, the pretest status and pre- and posttest growth of program and non-program students were analyzed to evaluate student learning. The 11 conclusions regarding student learning suggest that the program has influenced the learning of students, has made slightly more impact on cognitive than affective learning, and has been most successful in the elementary grades. The four conclusions about program process indicate that program directors and coordinators are capable of assuming a leadership role in infusing career development concepts into their schools, and appear to be providing for program expansion. (The appendix comprises two-thirds of this report and includes process evaluations and the pre- and posttest findings from the three study sites.) (EM)

ED 139 909 CE 010 692

To Amend the Youth Conservation Corps Act of 1970; Hearing before the Committee on Interior and Insular Affairs, United States Senate, Ninety-Fourth Congress, Second Session on S.2630, A Bill to Amend the Youth Conservation Corps Act of 1970 (84 Stat. 794), H.R.10138, An Act to Create the Young Adult Conservation Corps to Complement the Youth Conservation Corps.

Congress of the U.S., Washington, D.C. Senate Committee on Interior and Insular Affairs.

Pub Date 17 Jun 76

Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Conservation (Environment), *Employment Programs, *Federal Legislation, Natural Resources, *Young Adults, *Youth Employment

Identifiers—*Youth Conservation Corps

The purpose of the hearing before the Senate Committee on Interior and Insular Affairs was to receive testimony on two bills pending before the Committee, S.2630 and H.R.10138, both introducing legislation to amend the Youth Conservation Corps Act of 1970 to provide year-round employment of young adults, ages 19 to 24, to reduce the backlog of conservation-related projects on public lands and waters. Texts of both bills are presented, calling for the amended act to be cited as the "Young Adult Conservation Corps Act." Statements from witnesses and additional material submitted for the record include a request from an attorney representing several Indian tribes for tribal administration of youth corps projects on Indian reservations. Administration views opposing the youth corps mentioned high costs and potential inflationary effects. Other testimony referred to potential benefits resulting from the youth corps and recommended its involvement in economically productive activities. (MF)

ED 139 910 CE 010 765

Basualdo, Eugenio A.

Supervised Student Teaching.

State Univ. of New York, Coll. at Utica/Rome. Dept. of Vocational-Technical Education.

Pub Date [76]

Note—141p.; Several pages (containing sample lesson plans) were copyrighted and therefore removed. They are not included in the pagination; Some parts may be marginally legible

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Higher Education, Inservice Teacher Education, Instructional Materials, *Manuals, Methods Courses, Part Time Students, Preservice Education, *Student Teaching, *Worksheets

The three manuals included in this document are the results of a project which revised the student teaching courses offered by the Vocational-Technical Education Department at the State University College at Utica/Rome (New York). (Project procedures involved the following: (1) Materials and ideas available in the department regarding student teaching were identified, (2) an ERIC search on student teaching materials was conducted, and (3) 83 persons responsible for student teaching in vocational education (as identified in the "1975-76 Industrial Teacher Education Directory") and 45 State vocational education directors were requested to send ideas/materials related to student teaching.) Each of the manuals includes sample assignment sheets covering various aspects of teaching, and teacher-related activities (i.e., relationship with school staff, student activities, preparing quizzes). The manuals are designed for three student types. "VTE 492 Supervised Student Teaching Directions and Assignments" is designed for full-time preservice vocational-technical students in a six-semester hour student teaching course. "VTE 468 Modularized Preservice Student Teaching Directions and Assignments" is designed for part-time (usually employed) preservice vocational-technical students in a two semester hour student teaching course. "VTE 467 Modularized Inservice Student Teaching Directions and Assignments" is designed for part-time inservice vocational-technical teachers who are trying to obtain State certification. (LAS)

ED 139 911 CE 010 777

Barrett, Leverne A. Mack, Rodney P.

A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.

Conrad Weiser Area School District, Robesonia, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date 28 Sep 76

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Exploration, Curriculum, Employer Attitudes, Employment Qualifications, Environmental Education, Field Experience Programs, Forestry, Job Placement, Job Skills, *Natural Resources, Occupational Information, Program Descriptions, Program Evaluation, *Recreation, Secondary Education, *Skill Development, Student Evaluation, *Student Experience, Student Projects, Surveys, Unit Plan, *Vocational Agriculture, Vocational Education, *Wildlife Management

Identifiers—Pennsylvania

The "Career Approach to Natural Resource Management in Wildlife and Recreation" program has completed its second year at Conrad Weiser High School in Robesonia, Pennsylvania. It is a vocational natural resources course designed to prepare workers in wildlife and recreation management, with strong emphasis on field study and/or "hands-on" experiences. Classroom activities are supplemented with a complete mechanics program; learning experiences are designed to provide skills to meet job entry requirements. In this report, general project evaluations and accomplishments are discussed in the areas of individual and group learner projects, camp owner-manager rating of skill areas of the natural resources curriculum, occupational outlook in recreation natural resources for the Pennsylvania area, instructor's evaluation of level of class achievement, and written test results on environmental attitude, school sentiment index, and cognitive knowledge of natural resources. Conclusions presented note that student achievement in projects completed and their improved test scores indicate a degree of program success; survey results presented indicate a need for persons with the skills acquired as a result of the program. Job placement and implications of program outcomes for the State are also discussed. Appendixes contain the recreation natural resources survey of camp owner-managers and the outline of the Conrad Weiser natural resources course of study in vocational agriculture. (TA)

ED 139 912

CE 010 790

Lovell, Malcolm. And Others

Youth Unemployment: The Need for a Comprehensive Approach.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date Mar 77

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Advisory Committees, Educational Coordination, Educational Needs, *Educational Policy, Employment Problems, *Employment Programs, Federal Government, Federal Programs, Government Role, Interinstitutional Cooperation, Job Training, Manpower Development, Policy Formation, *Public Policy, Unemployed, *Unemployment, Vocational Education, Youth, *Youth Employment

Identifiers—United States

This report briefly describes several dimensions of the youth unemployment problem and discusses 13 council recommendations for legislative consideration: (1) Consider the problem in a broad context which includes counseling, education, and skill training; (2) mesh programs and utilize existing resources at all governmental levels; (3) promote a major role by secondary and postsecondary vocational education; (4) provide for vocational education and training in conjunction with jobs and counseling in any youth public service job program; (5) examine existing programs before designing new ones; (6) require CETA and other legislation to coordinate efforts with other related programs; (7) expand the existing secondary vocational education work-study program to include all juniors and seniors; (8) establish Community Employment Education Centers for followup and referral services to clients of public service employment programs; (9) amend CETA to provide the establishment of uniform data systems; (10) amend CETA to promote cooperation with vocational education; (11) at the national level, establish a central authority to coordinate all educational, training, and placement efforts regarding unemployed youth with similar efforts made at the State level; (12) establish a pilot program guaranteeing 1-year employment for unemployed hard-core youth; and (13) establish greater cooperation between industry, labor, education, and manpower programs. (EM)

ED 139 913

CE 010 792

Youth Unemployment; Hearing before the Joint Economic Committee, Congress of the United States, Ninety-Fourth Congress, Second Session. Joint Economic Committee, Washington, D.C.

Pub Date 9 Sep 76

Note—134p.; Not available in hard copy due to small print of original
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Employment Problems, *Federal Legislation, Foreign Countries, Job Training, *Policy Formation, Public Policy, Teenagers, *Unemployed, *Unemployment, Vocational Adjustment, Vocational Education, Young Adults, *Youth Employment

This hearing before the Joint Economic Committee contains statements from Members of Congress and others concerning the high youth unemployment rates and the youth transition to work. Possible ways of improvement are discussed, such as a national voluntary youth service, a civilian conservation corps, and a range of youth service training programs. The document includes several prepared statements and papers submitted for the record. (MF)

ED 139 914

CE 010 808

Doty, Charles R. And Others

Model for Calculating Cost per Pupil for Secondary Vocational, General and Transfer Curriculum in Comprehensive High Schools, Shared Time Vocational Schools and Full Time Vocational Schools. Final Report.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Spons Agency—New Jersey State Dept. of Education, Trenton, Div. of Vocational Education.

Report No.—SRES101

Pub Date 30 Jun 76

Note—287p.; For a related document see ED 114 494

EDRS Price MF-\$0.83 HC-\$1.39 Plus Postage.

Descriptors—Area Vocational Schools, *College Preparation, Comprehensive High Schools, Cost Effectiveness, Data Analysis, Data Collection, Dual Enrollment, *Expenditure Per Student, *General Education, *Models, *Program Costs, Research Tools, School Surveys, Secondary Education, Trade and Industrial Education, *Vocational Education, Vocational High Schools

Identifiers—New Jersey

During the second phase of a project (see ED 114 494 for phase 1) a data collection and analysis model for determining the cost per pupil for vocational education programs was refined and tested in two comprehensive high schools, a shared time area vocational technical school, and a full-time area vocational technical school in New Jersey. Investigators developed guidelines to enable the local administrator to efficiently and accurately use the model (1) to answer the question, What does it cost to educate one person in a selected program? and (2) to provide cost data to partially answer the question, What is the ratio of cost among college preparation education, general education, and vocational education? It was found that the per pupil cost for two years (1973-1975) for college preparation was \$3,942; for general education, \$4,036; and for vocational education, \$4,800. For every dollar spent on vocational education, \$0.82 was spent for college preparation and \$0.84 was spent for general education. Despite a number of limitations of the study, it was concluded that the model seemed feasible for obtaining accurate cost per pupil. The bulk of the report (241 pages) consists of appended supporting material including the key to financial accounting numbers used for program budgeting and accounting system, the key for traditional accounting system, and tables of data collected in the four schools studied. (LMS)

ED 139 915

CE 010 814

Richardson, Ann

Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—BSSR-0085-6

Pub Date Feb 77

Contract—DL-51-11-73-02

Note—125p.; Not available in hard copy due to small print of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Agencies, Agency Role, *Education Vouchers, Employers, *Federal Programs, *Job Training, On the Job Training, *Program Administration, Program Descriptions, *Program Effectiveness, Vocational Education, Vocational Schools, Welfare Agencies, Welfare Recipients

Identifiers—United States, *Work Incentive Program

The voucher training program for Work Incentive Program (WIN) clients described within this interim report is a system for providing occupational training to clients through entitlements rather than direct service (client and trainer are in a direct relationship facilitated by the agency). The basic program objective, discussed in the introduction, is to maximize the extent to which clients make occupational decisions, selecting the type of training which they feel is most suitable (in a vocational school or on the job) and negotiating for training without intercession by WIN but within the context of existing statutes and program guidelines. Part I describes the procedures in administering the voucher program and the role of the WIN staff and includes (1) the program design, (2) the voucher process, (3) special counseling and information system, and (4) staff qualification and training. Part II deals with administrative considerations bearing on the feasibility of the vouchering system and contains selected empirical findings from program field tests conducted between 1974 and 1976 in Portland, Oregon and Baltimore, Maryland. Comparisons are made between vouchered (institutional and OJT) and regular clients with respect to demographic characteristics, training occupations, school and/or employer characteristics, length and cost of training, and training completion rates. Complete findings and a summary of findings are included along with sample copies of a voucher and other program materials. (EM)

ED 139 916

CE 010 819

Elementary and Secondary Education Act of 1976; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-fourth Congress, Second Session on H.R. 11023 to Authorize a Career Education Program for Elementary and Secondary Schools, and for Other Purposes. Hearings Held in Washington, D.C. February 2, September 13 and 20, 1976

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 76

Note—222p.; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agencies, *Agency Role, *Career Education, *Educational Legislation, Educational Needs, Educational Philosophy, Educational Planning, *Educational Policy, Educational Programs, Elementary Secondary Education, *Federal Legislation, Government Role, Program Descriptions, *Program Improvement, State Agencies, State Programs, Vocational Education

The full text of the U.S. House of Representatives subcommittee hearings on H.R. 11023 is presented—a bill to assist States and local educational agencies in increasing job awareness, exploration, decisionmaking, and planning activities in elementary and secondary schools. Statements to the subcommittee members, as well as prepared statements, letters, and other supplementary materials are included, presented by such educational leaders as Bruce Shertzer, Sydney P. Marland, Jr., Jeanne Werschke, L. Sunny Hansen, Robert W. Withey, Dana Whitmer, Elwood Cornett, Albert Lorente, Reginald Wilson, John W. Alden, Charles Heatherly, William Bailey, and Harlan E. Giese. Issues discussed include inservice teacher education, educational reform, educational needs, and State and local school district participation. (TA)

ED 139 917

CE 010 831

Completion Rates for Education and Training under the Vietnam Era GI Bill. A Study Submitted by the Veterans' Administration to the Committee on Veterans' Affairs, United States Senate, Ninety-Fourth Congress, 2nd Session. Senate Committee Print No. 48.

Veterans Administration, Washington, D.C.

Pub Date 10 Aug 76

Note—32p.; Not available in hard copy due to small print of original; Prepared by Office of Controller, Veterans Administration

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Graduates, *Dropout Rate, Educational Benefits, Enrollment Rate, *Graduates, Graduate Surveys, Higher Education, *Participant Satisfaction, Post Secondary Education, Professional Training, Questionnaires, Research, Technical Education, *Training, *Veterans Education, Vocational Followup

Identifiers—*Vietnam Veterans

A study was conducted by the Veterans' Administration in June 1976 to determine completion rates for education and training under the Vietnam Era GI Bill for veterans who had terminated training by June 1972. The study was based on responses to a questionnaire sent to a sample of Vietnam era veterans and summarizes their reported completion rates, current employment and earnings, degree or certificate earned, areas of training, and other factors. College and other resident school and on-job trainees had high completion rates but correspondence school trainees much lower ones. About half the discontinuances were due to financial problems together with job interference. Other responses indicated that the majority of the veterans completing training had lower unemployment rates, utilized their training at work, and had higher earnings than those not completing training. The questionnaire, discussion of results, and tabular data are included. (MF)

ED 139 918

CE 010 868

Clark, Donald M.

Industry-Education Collaborative Efforts in Youth Employment.

Pub Date [76]

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Education, Citizens Councils, Delivery Systems, Educational Coordination, Employment Opportunities, Employment Patterns, Employment Programs, Employment Projections, Employment Services, *Employment Trends, *Job Placement, Labor Force, Labor Market, *School Industry Relationship, Secondary Education, *Youth Employment, Youth Opportunities

Identifiers—Industry Education Councils

Increasing attention is being paid to linking education and the market place to prepare youth for a productive role in work. Three areas constitute the ingredients for developing a realistic strategy: (1) Changes in the market place, (2) a delivery system for increased youth employment, and (3) local industry-education councils. Over the next decade significant changes will have impact on the employment situation for youth and will require major adjustments in the educational programs focusing on school-to-work transition. Some of these trends are technological changes, occupational changes from goods to services, new market areas primarily in the South and Southwest, a rise in educational requirements, higher incomes, declining birthrate, and more women and blacks in the work force. A delivery system for youth employment should focus on school-to-work transition, with industry and education collaborating on the following: Statement of goals, staff development programs in career education, school building coordinators in career education, curriculum restructuring to reflect career education concepts, career information/resource centers, job placement services (including needs assessment, job development, student development, placement, and followup), school building-employer partnerships, and task forces of volunteer career consultants. Industry-education councils can link the market place and the delivery system on the local level as representatives of business, education, labor, government, agriculture, and the professions work together on coordination of school industry cooperative efforts. (LMS)

ED 139 919 CE 010 874

Marshall, Ray and Others

The Impact of Legal and Administrative Remedies to Overcome Discrimination in Employment. Final Report.

Texas Univ., Austin. Center for the Study of Human Resources.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—CSHR-76-1

Pub Date Dec 76

Grant—DLMA-21-48-74-01

Note—226p.; Some tables may be marginally legible due to size of print

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Blacks, Building Trades, Civil Rights Legislation, *Construction Industry, *Court Litigation, *Discriminatory Attitudes (Social), *Employment Practices, Equal Opportunities (Jobs), Females, Labor Force, Labor Unions, Males, Minority Groups, Models, Occupational Mobility, *Personnel Policy, Social Change, Social Factors, Socioeconomic Influences

Identifiers—*Shipbuilding Industry

This study examines the effectiveness of specific attempts to remedy employment discrimination against minorities through litigation and contract compliance efforts. Further, its objective is to identify factors underlying the effectiveness or lack of effectiveness of court decisions and out-of-court settlements in producing changes in minority employment patterns. Special attention is given to the construction and shipbuilding industries and to the issues of hiring, union entry, upgrading, and seniority systems. To advance an understanding of the dynamics of combatting employment discrimination, the authors present a new conceptual framework for interpreting activity in this field. The authors suggest that conclusions and recommendations drawn could be of interest to attorneys, judges, minority organizations, and government agencies attempting to remedy employment discrimination. (Author)

ED 139 920 CE 010 878

National Apprenticeship and Training Standards for Glaziers and Glassworkers. Revised.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Pub Date 76

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affirmative Action, *Apprenticeships, Federal Government, Federal Legislation, *Glaziers, *Labor Standards, On the Job Training, Skilled Occupations, Skilled Workers, *Standards, Trade and Industrial Education

Identifiers—*Glassworkers

Intended to provide a uniform pattern for use by employers and labor representatives in setting up and operating effective apprenticeship programs for glaziers and glassworkers, guidelines are listed under the following headings: Definitions, qualifications for apprenticeship, selection of apprentices, term of apprenticeship, related instruction, ratio of apprentices to journeymen, apprenticeship agreement, probationary period, apprentices' wages, credit for previous experience, hours of work, supervision of apprentices, coordinator of apprenticeship, consultants, accident prevention, adjusting differences, work experience, certificate of completion, and modification. Guidelines are also provided for adapting the national standards to local use. These include suggestions on formation of a local joint apprenticeship committee, duties of local committees, responsibilities of apprentices, and assistance from cooperating agencies. Federal laws and regulations affecting the employment and training of apprentices are summarized. Appendix A contains work process schedules for glaziers and glassworkers, provided as examples of the type of work experience and training (stated in number of hours for various subcategories) considered necessary to develop a skilled and productive worker in the two categories. Also appended are examples of apprentice recordkeeping forms; a model affirmative action program; and a list of regional offices of the Bureau of Apprenticeship and Training. (JT)

ED 139 921 08 CE 010 884

New Perspectives in Vocational Education. Volume 1, Number 1, 1976-77.

California Univ., Los Angeles. Graduate School of Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 77

Note—80p.

Journal Cit—New Perspectives in Vocational Education; v1 n1 1976-77

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Educational Trends, *Employment Trends, *Futures (of Society), Institutional Role, Periodicals, School Industry Relationship, School Role, *Vocational Education

Current issues in vocational education are explored in 12 articles written by present and former graduate students at University of California, Los Angeles (UCLA). The titles of the articles are: 2001: A Vocational Education Odyssey; What Is This RAVE in Vocational Education?; Opportunity, Achievement, and Black Americans: A Challenge for Vocational Leadership; Industry's Role in the Preparation of the Workforce; Proprietary Schools: Future Partner in Vocational Education?; Older Adults: The Needs of a New Minority; Shaping the Future of Vocational Education Programs with Formative Evaluation; Conflict in California Education: Causal Factors and a Proposal to Reduce Its Intensity; The Workplace As a Vocational Education Classroom: A Changing Relationship; Vocational Education and Foreign Language; Articulation: A Compelling Lifeline for the Future of Vocational Education; and Our Changing Image. Notes on the contributors are included at the end. (LMS)

ED 139 922 08 CE 010 889

Alcorn, John D. Fredrick, David L.

Career Counseling and Placement. Columbia City School System, Columbia, Mississippi. Final Report.

University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Bureau No.—V0013VZ

Pub Date Jun 75

Grant—OEG-0-74-1685

Note—102p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Career Education, Career Planning, Community Involvement, Educational Research, High School Students, *Job Placement, *Program Development, *Program Effectiveness, Program Evaluation, Questionnaires, *School Community Relationship, School Districts, Secondary Education, Student Evaluation, Teacher Attitudes, *Vocational Counseling, *Vocational Development

Identifiers—*Mississippi, Mississippi (Columbia)

The project for the Columbia (Mississippi) School District was designed (1) to establish a model program of career counseling and placement which would lend itself to overall evaluation and have potential for replication and dissemination to other districts throughout the State and region, and (2) to determine the effects, if any, of this program on the vocational assurance and vocational anxiety of high school students, and on teacher attitudes towards career education. Project evaluation procedures involved the development and testing of hypotheses which would determine the accomplishment of the project objectives. Findings showed that the project was instrumental in reducing students' vocational anxiety and increasing their vocational assurance. There was also a positive increase in the teachers' attitude toward career education. This report is presented in four sections: Section I covers the project purpose, research hypotheses, definition of terms, procedures, experimental design, instruments, and statistical analysis of data; section II describes the Career Planning and Placement Program; section III contains results and findings as they relate to the research hypotheses; and a section IV includes the summary, conclusion, and recommendations. An 18-page career education and development bibliography, questionnaires, and other instruments used in the project are included in the appendixes. (WL)

ED 139 923 CE 010 895

Corson, Walter And Others

A Study of Recipients of Federal Supplemental Benefits and Special Unemployment Assistance. Final Report.

Mathematica, Princeton, N.J.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date 1 Jan 77

Grant—DOL-20-34-76-12-1

Note—324p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Demography, Educational Needs, Employment Services, Federal Legislation, Federal Programs, Financial Support, *Individual Characteristics, Individual Needs, Labor Force, Motivation, National Surveys, *Needs Assessment, *Policy Formation, Qualifications, Research, Statistical Data, Tables (Data), *Unemployed, *Unemployment Insurance

Identifiers—*Federal Supplemental Benefits, *Special Unemployment Assistance

This is the final report of a study of approximately 12,000 recipients of Federal Supplemental Benefits (FSB) and Special Unemployment Assistance (SUA) during 1975. The study, involving interviews with recipients in 15 States and analysis of administrative records from each State's Unemployment Insurance Service, was conducted in response to the Congressional mandate of P.L. 94-45 to examine the employment, economic, and demographic characteristics of FSB and SUA recipients; the needs of the long-term unemployed for training and employment services; the incidence of FSB and SUA recipients' eligibility for and receipt of transfer benefits; and the value of their unemployment compensation plus transfer benefits compared with income from their most recent job.) Following an executive summary and background information on the study (chapter 1), chapter 2 reports the employment, economic, and demographic characteristics of FSB and SUA recipients. Chapter 3 assesses their needs for training and employment services, and chapter 4 examines their eligibility for the receipt of transfer benefits. An analysis of wage-replacement ratios and labor market disincentives is presented in chapter 5, and chapter 6 uses the survey data to simulate the effect of alternative unemployment compensation policies on individuals drawing FSB or SUA benefits. Results

of policy simulations are presented in eight tables. (SH)

ED 139 924 CE 010 899

Adams, Kay A. And Others

Vocational Education Program Need in Large Cities.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 77

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrator Attitudes, Demography, Educational Assessment, *Educational Needs, Educational Problems, Geographic Regions, Minority Groups, National Surveys, Needs Assessment, Program Evaluation, *Urban Areas, *Urban Education, Vocational Directors, *Vocational Education

Identifiers—United States

A national study of the vocational education programs in 164 large cities was conducted to explore perceived needs; determine the priority of these needs; and compare the priorities in terms of city size, geographic location, and minority concentration. Data was collected through interviews, a mail survey, and a literature review. After the needs were identified, they were divided into 30 "major goal" statements and 260 "specific need" statements to be prioritized by urban educators. The six highest priorities related to an adequate and equitable funding base, vocational guidance, relevance of vocational content, basic academic instruction, vocational student job placement, and community relations and support. Many of the specific needs related to the highest major goals. As an example of the unique priorities according to type of city, the need for up-to-date equipment was considered stronger in medium and small cities than in large cities, higher in the Northeast than in other regions of the country, and greater in high minority cities than in either medium or low minority cities. A number of recommendations directed to audiences at the local, State, and national levels were made. A list of the cities included in the mail survey and selected results from personal interviews are appended. (LMS)

ED 139 925 CE 010 910

Meike, C. And Others

SESA Productivity Measurement System. Measuring the Productivity of the State Employment Service Agencies. Final Report.

Analytic Systems, Inc., Vienna, Va.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-20-51-75-47

Pub Date 24 Sep 76

Contract—DL-20-51-75-47

Note—305p.; Some parts may be marginally legible due to small print

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Conceptual Schemes, *Employment Services, Employment Statistics, Evaluation Criteria, *Evaluation Methods, Management Information Systems, Measurement Techniques, Performance Criteria, *Productivity, *Program Evaluation, State Programs, *Systems Development

Identifiers—Research Allocations, *State Employment Services, United States Employment Service

The study reported here was performed to develop the Productivity Measurement System (PMS), a method for measuring the productivity of State employment service agencies (SESA) that utilize other productivity measures besides placements, which is the measure used in the current system, Research Allocation Formula (RAF). Chapter 1 covers the purpose and background of the study and organization of the report. Chapter 2 presents an overview of PMS and discusses the structure of the PMS model, input and output measures, weighting and aggregating model components, and model implementation and application considerations. Chapter 3 discusses input measures and includes classification of input measures, data sources, and allocation of managerial and administrative functions. Chapter 4 discusses the system's output

measures and includes the definition and classification of the measures, data sources, and the process for assigning values to outputs. Chapter 5 explains the framework for model component aggregation and weighting. Chapter 6 contains a demonstration of PMS based on the results of pilot studies and describes the structure of SESA services; applicant, employer, and agency data; and the methodology for model operation. Chapter 7 discusses requirements for implementing PMS as an ongoing system. An extensive appendix contains supplemental data source information and the pilot study design. (EM)

ED 139 926 CE 010 915

Anderson, Phyllis Joan Antrim

Teaching Methods for the Development of Creativity in Medical Illustration.

Pub Date Dec 75

Note—78p.; Master's Thesis, University of Texas at Dallas

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Art Education, Behavioral Objectives, Creative Ability, *Creative Development, Creativity, Educational Research, *Medicine, Post Secondary Education, Skill Development, *Student Improvement, *Teacher Role, Teaching Methods, *Teaching Techniques, *Technical Illustration

Through identifying sources and interpreting findings from the fields of medical illustration, psychology, and education, the research described provides the teacher of medical illustration with a framework for promoting in students an active sense of their creative abilities. The need for the study, background information, limitations, and procedures are discussed in chapter 1. Following the review of literature in chapter 2, chapter 3 deals with findings from the literature of medical illustration and surveys the body of facts and opinions on the need for creative ability in illustrators. An overall performance objective, derived from the literature, is presented which states that the professional medical illustrator will demonstrate conceptualization, visualization and abstraction abilities, and will exhibit characteristics of flexibility and versatility in art techniques and adaptability to change in the medical environment. Chapter 4 deals with research findings on creativity: Definitions, steps in the creative process, and creativity in the scientific and artistic occupations. Teaching methods and techniques advocated by educational psychologists and methodologists for the growth of creative artistic production are discussed in chapter 5, and conclusions and recommendations are presented in chapter 6. A bibliography is appended. (SH)

ED 139 927 CE 010 918

Cormany, Robert

Getting Started: A Guide to Writing Your Own Curriculum. The Pennsylvania Guide for Instructional Improvement through Career Education. Organizational Volume.

Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Bureau No.—74010G

Pub Date 76

Note—33p.; For related documents see CE 010 918-921

Available from—Central Susquehanna Intermediate Unit, P.O. Box 213, Lewisburg, Pennsylvania 17837 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Guides, *Career Education, Community Resources, *Curriculum Development, *Curriculum Planning, Educational Resources, *Elementary Secondary Education, Evaluation Methods, Institutional Role, Instructional Materials, Program Administration, *Program Design, *Program Development, Program Planning, Staff Role, State Curriculum Guides

Identifiers—*Pennsylvania

Written to accompany a three-volume set of teaching activities, this guide provides recommendations for staffing, structuring, and equipping a career education program. The introduction discusses the purpose of the guide, career education in Pennsylvania, and several laws pertaining to career education. Chapter 1 deals with the

roles of the administrator, counselor, teachers, department heads, and librarians in the development of career education program. Chapter II presents four approaches to implementing a career education program and discusses their advantages and disadvantages: A total coordinated program involving students at all grade levels; a unit within a major subject; a separate course in career education; and a series of loosely related activities. Chapter III makes suggestions for selecting and evaluating instructional materials, including printed, audiovisual, and assessment materials. In Chapter IV, external resources are discussed, for example: Vocational-technical schools, other district staff, the community, government agencies, and professional consultants. Chapter V covers management considerations such as staff inservice training, scheduling, grading, field trips, and financing. A summary and a bibliography conclude the document. (LMS)

ED 139 928 CE 010 946

Jones, Marion

Gasoline Engine Mechanics. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.

Pub Date Jul 73

Note—20p.; For related document see CE 010 947

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Auto Mechanics, *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Engines, *Repair, Secondary Education, Shop Curriculum, *Skill Development, Student Evaluation, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of six terminal objectives presented in this curriculum guide for an intermediate gasoline engine mechanics course at the secondary level. (For the beginning course guide see CE 010 947.) The materials were developed for a two-semester (2 hour daily) course that includes all phases of small gasoline engine repair, operation, and maintenance. This coursework includes basic theory and practical experience on actual engines and installations, the use of machine and hand tools, measuring instruments, manuals and publications pertinent to the trade. Titles of the six terminal objective sections are Engine Disassembly/Assembly, Electrical System, Ignition System, Carburetion, Parts Inventory, Shop Management, and S.I.E. Program. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 929 CE 010 947

Jones, Marion

Gasoline Engine Mechanics. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date Jul 73

Note—33p.; For a related document see CE 010 946

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Auto Mechanics, Auto Mechanics (Occupation), *Behavioral Objectives, Career Exploration, *Criterion Referenced Tests, Curriculum Guides, *Engines, Secondary Education, Shop Curriculum, *Skill Development, Student Evaluation, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of five terminal objectives presented in this curriculum guide for a basic gasoline engine mechanics course at the secondary level. (For the intermediate course guide see CE 010 946.) The materials were developed for a two semester (2 hours daily) course to provide training in the terminology, construction, and function of both two- and four-cycle internal combustion engines. The course includes instruction and practical experience in the areas of safety, care and use of tools and manuals, theory of internal combustion, ignition and electrical systems, fuel systems, and troubleshooting. The titles of the five terminal objective sections are Orientation, Hand Tools, Engine Construction, Ignition, and Fuel System. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

10 Document Resumes

ED 139 930

CE 010 948

McMinn, Robert

Business Machine Maintenance. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Aug 74

Note—96p.; Several illustrations may not reproduce well due to faint broken type. For a related document see CE 010 949

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Behavioral Objectives, Career Exploration, *Criterion Referenced Tests, Curriculum Guides, *Maintenance, *Office Machines, *Repair, Secondary Education, Semiskilled Occupations, Service Occupations, Skill Development, Student Evaluation, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 28 terminal objectives presented in this guide for an intermediate business machine maintenance course at the secondary level. (For the basic course guide see CE 010 949.) Titles of the 28 terminal objective sections are Career Opportunities, Organization, Review, Motor-Drive, Rotate Mechanism, Tilt, Keyboard, Mainspring, Shift, Cycle Clutch, Print Mechanism, Escapement, Backspace, Carrier Return, Paper Feed Mechanism, Troubleshooting Malfunction, Case, Motor, Keyboard and Entry Slide, Register, Register Inversion, Universal Bar, Credit Balance, Main Shaft and Clutch, Printing, Ribbon Advance and Reverse, Line Spacing, and Troubleshooting. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 931

CE 010 949

McMinn, Robert

Business Machine Maintenance. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Dec 74

Note—79p.; Several illustrations will not reproduce well due to faint broken type; For related document see CE 010 948

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Exploration, *Criterion Referenced Tests, Curriculum Guides, *Maintenance, *Office Machines, *Repair, Secondary Education, Semiskilled Occupations, Service Occupations, Skill Development, Student Evaluation, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 25 terminal objectives presented in this guide for a basic business machine maintenance course at the secondary level. (For the intermediate course guide see CE 010 948.) The materials were developed for a two-semester (2 hour daily) course designed to provide training in the overall operations of business machines (function and repair of parts). Areas covered include understanding of theory movement, standard adjustments, alignment, type soldering, oiling procedures, and troubleshooting for electrical and mechanical machines. Titles of the 25 terminal objective sections are Orientation, Shop Layout and Tools, Basic Information, Pitch Information, Type Bar Soldering, Typewriter Carriage, Escapement, Segment Assembly, Ribbon Mechanisms, Tabulation Unit—Underwood Typewriter, Use and Features, Power Transmission, Power Shaft and Cams, Type Action Mechanism, Ribbon Lift and Feed Mechanism, Segment Shift Mechanism, Impression Control Mechanism, Backspace Mechanism, Input Control, Space Bar Mechanism, Carriage Tabulation Mechanism, Electric Margin, Carriage Return Mechanism, Half Spacing, and Troubleshooting. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 932

CE 010 950

Harvey, Bill

Cabinetmaking. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Jun 75

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, *Cabinetmaking, *Criterion Referenced Tests, Curriculum

Guides, High School Curriculum, Job Skills, Secondary Education, Shop Curriculum, Skill Development, Skilled Occupations, Student Experience, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 15 terminal objectives for a high school basic cabinetmaking course. The materials were developed for a two-semester (2 hours daily) course designed to develop and implement a well-grounded knowledge of the fundamentals of all phases of planning and operating a commercial cabinet or mill workshop. The students receive instruction, information, and practical experience in safety, mathematics, shop drawings, tools, and equipment and shop procedures. It is noted that students participating should be physically fit and have a basic knowledge of basic mathematics and reading in order to complete the course successfully. Titles of the 15 terminal objectives sections are Orientation, Related Occupations, Safety, Student Organizations, Measuring Devices and Measuring, Working Drawings, Types and Grades of Woods, Types of Fasteners, Building Hardware, General Supplies, Hand Tools, Power Tools, Wood Joints, Finishing, and Cabinet Project. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 933

CE 010 951

Downing, Charles And Others

Custodial Services and Building Maint: Performance Objectives.

Duval County School Board, Jacksonville, Fla.
Pub Date Jul 73

Note—38p.; For a related document see CE 010 984; Not available in hard copy due to quality of print of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Building Equipment, Building Operation, *Buildings, Cleaning, Construction (Process), *Criterion Referenced Tests, Curriculum Guides, *Custodian Training, Equipment Maintenance, Grade 12, *Maintenance, Painting, *Repair, Senior High Schools, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 14 terminal objectives for high school custodial service and building maintenance course (the third year of a 3-year program). The materials were developed for a 36-week course (3 hours daily) designed to prepare 12th graders with entry level skills in the custodial service and building maintenance field. Maintenance and repair of facilities and common equipment found in commercial buildings is stressed. The student will learn electrical repairs, plumbing repairs, floor care, carpentry, masonry, lawn and shrubbery maintenance, as well as job application skills and occupational information pertinent to this trade. The titles of the 14 terminal objectives are Orientation, Occupational Information, Blueprint Reading and Drawing, Occupational Safety, Carpentry, Painting, Electrical Work and Repairs, Plumbing, Concrete Work and Repairs, Plastering, Glazing, Cleaning, Lawn Care, and Flower and Shrubbery Care. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 934

CE 010 952

Child Care Services Guide. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.
Pub Date Aug 74

Note—268p.; For related documents see CE 010 985 and CE 010 991-992; Best copy available

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Exploration, *Child Care, Child Care Centers, Child Care Occupations, Child Care Workers, Child Development, *Criterion Referenced Tests, Curriculum Guides, Day Care Services, Early Childhood Education, Guidance, *High School Curriculum, Job Skills, *Occupational Home Economics, Secondary Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 14 terminal objectives for a high school child care services course. This course is

designed to provide opportunities for exploring a broad range of child care, guidance, and service occupations. Major concepts include characteristics of children of different ages; methods of communicating with children; awareness of the operation of child care enterprises in a variety of situations; planning and providing services to children, including those with special needs; selecting and using equipment, materials, and activities in relation to the development tasks of children; and child-related agencies and legislation. Instruction includes observation and hands-on laboratory experiences which are basic to specialized proficiencies needed for employment. Concepts of management, consumer education, and safety are included as they relate. The titles of the 14 terminal objectives are The Child Care Worker—Skills of the Job, Working with Children, Understanding Growth and Development, Day Care—What Is It?, The Child Care Worker—Know Yourself, Need of All Children, Nutritional Needs of Children, Infant Care, Child's Play, Facilities for Child Care, The Living Curriculum for the Young Child, Setting Up and Operating a Child Care Center, and The Job—Getting, Holding, Changing. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 935

CE 010 953

Bryant, EuDell H. And Others

Food Production and Services. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.
Pub Date [75]

Note—275p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Food Service, *Food Service Occupations, *Foods Instruction, High School Curriculum, Job Skills, Occupational Home Economics, Secondary Education, Skill Development

Several intermediate performance objectives and corresponding criterion measures are listed for each of eight terminal objectives for a food production and services course, which is designed to provide students with an opportunity to express and practice a broad range of food production and service occupations. Major concepts covered include characteristics, knowledge, attitudes, and skills necessary for employment in a variety of food service occupations; types of food service institutions and related areas that provide opportunities for employment; job descriptions and task analyses; personal appearance and health requirements; sanitation and safety procedures; use and care of equipment; work schedules; interpretation of recipes; principles of nutrition; meal planning; principles of food preparation; cost and portion control; and storage of food and supplies. Laboratory experiences are designed to include specialized activities in basic quantity food preparation techniques and use of various types of meal service. The titles of the eight terminal objectives are Employability Skills; Selection, Operation, Cleaning, and Maintenance of Equipment; Sanitation and Safety; Basic Food Preparation; Baked Products; Miscellaneous Desserts; Quantity Food Preparation Food Service; and Supervision and Management. Appendixes include an outline for a course in public health and sanitation for food handling, hints for food service teachers, recipes, and a bibliography. (HD)

ED 139 936

CE 010 954

Campbell, Guy And Others

Radio and Television Servicing. Intermediate Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Jul 73

Note—68p.; For a related document see CE 010 956

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, *Radio Technology, Senior High Schools, Service Occupations, Shop Curriculum, *Television Repairmen

Identifiers—Florida
Several intermediate performance objectives and corresponding criterion measures are listed for each of 32 terminal objectives for an intermediate (second year) radio/TV servicing course.

This 1-year course (3 hours daily) was designed to provide the student with the basic skills and knowledge necessary for entry level employment in the Radio/TV servicing field. Titles of the 32 terminal objectives are Radio Trade History, Use of Hand Tools, Shop Safety Practices, Basic Florida Licensing Regulations, Shop Practices and Materials, Radio Math Review, Radio Theory, Use of Radio Test Equipment, Vacuum Tube Theory, Transistor Theory, Audio Amplifiers, AM Radio Receivers, Servicing Procedures on AM Radios, Alignment Procedures, Turntables, Tape Recorders, FM Sets, Stereo Sets, Black/White Television History, Television Math Applications, Black/White Television Servicing, Shop Techniques and Materials, Television Audio Circuits, Video Circuits, Tuner Circuits, Sync Circuits, Sweep Circuits, TV Servicing and Alignment, TV Antenna Installations, Florida Law, and Employer/Employee/Customer Relations. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 937 CE 010 955

Long, William

Air Conditioning. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Jul 72

Note—63p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Air Conditioning, *Behavioral Objectives, *Criterion Referenced Tests, Job Skills, Management, *Refrigeration, Refrigeration Mechanics, Senior High Schools, Service Occupations, Shop Curriculum, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of seven terminal objectives for an intermediate air conditioning course. The titles of the seven terminal objectives are Refrigeration Cycle, Job Requirement Skills, Air Conditioning, Trouble Shooting, Performance Test, Shop Management, and S.I.E. Program. The document also includes a 50-item electrical test, a 50-item written final test, a 20-item electrical components test, and a 26-item air conditioning and refrigeration test (applied math). (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 938 CE 010 956

Campbell, Guy

Electronics Technology. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Jul 73

Note—40p.; For a related document see CE 010 954

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Electric Circuits, Electricity, Electronic Equipment, *Electronics, Electronic Technicians, Secondary Education, Shop Curriculum, Technical Education, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 20 terminal objectives for a basic electronics technology course. The materials were developed for a two-semester course (2 hours daily) designed to include instruction in basic electricity and electronic fundamentals, and to develop skills and knowledge in AC and DC Theory, electrical safety experiences, hand tool usage and related electrical and electrical fundamental laboratory experiences. Titles of the 20 terminal objectives are Introduction to Course; Electrical Safety; Electrical Mathematics Review; Basic Physics for Electronics; Magnetism; Electric Circuits; Electric Measuring Devices; Resistance, Ohms Law and Circuits; Hand Tools and Soldering; Electrical and Electronic Diagrams; Meters; Alternating Current, Inductors, Transformers; Capacitance; Mathematics for AC Circuits; Inductive Reactance and Impedance; Capacitive Reactance and Impedance; AC Circuit Analysis; Series Resonant Circuit; and Electronics Technician Occupation Analysis. (This manual and 54 others were developed for various secondary level

vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 939 CE 010 957

Seivert, Chester

Printing. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Jul 75

Note—50p.; Not available in hard copy due to marginal reproducibility of the original document. For a related document see CE 010 961

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Printing, Secondary Education, Shop Curriculum, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 13 terminal objectives for an intermediate printing course. The materials were developed for a two-semester (3 hours daily) course with specialized classroom, shop, and practical experiences designed to enable the student to develop proficiency as a printer with emphasis on composition, letter press work, bindery, offset camera platemaking, and offset press. Also included is instruction on Ludlow composing machine, Kluge auto platen press, vertical and horizontal cylinder press, and folding machine. Safety is emphasized in all phases of instruction. The titles of the 13 terminal objectives are Orientation, Legal Restriction, Layout and Design, Composition, Process Photography, Darkroom Procedures, Stripping, Platemaking, Offset Ink and Paper, Bindery Operations, Offset Press Operation, Production Problems, and Occupations and Evaluation. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 940 CE 010 958

Allen, Charles

Drafting. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Jul 75

Note—71p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Architectural Drafting, *Behavioral Objectives, *Criterion Referenced Tests, *Drafting, Engineering Drawing, Secondary Education, *Shop Curriculum, Vocational Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 12 terminal objectives for a basic drafting course. The materials were developed for a two-semester course (2 hours daily). The organized classroom and shop experiences are designed to enable the student to develop general competencies in the use of drafting instruments, fundamental rules of drafting, and the ability to lay out and develop drawings in the architectural, structural, and machine drawing fields. Instruction covers geometrical construction, descriptive geometry, third quadrant projection, auxiliary planes, sectioning, and pictorial drawing. Titles of the 12 terminal objectives are Orientation, Vica and Safety; Scaled Dimensions; Pencil Linework; Object Drawing Stressing Arcs and Tangents; Coordinate Geometry and Model Development; Multi-view/Isometric Associate Development; Sectioning and Architectural Detailing; Small Building Plan Sets; Basic Meets and Bounds, Plotting Bearings; Civil Technology; Vica Leadership Development and Public Relations; and Certification Goals in Engineering Technology. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 941 CE 010 959

Tidwell, Joseph

Diesel Mechanics. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Aug 74

Note—48p.; For a related document see CE 010 960

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Auto Mechanics, *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Diesel Engines, Grade 10, Maintenance, Mechanical Skills, Repair, Senior High

Schools, *Shop Curriculum, Skill Development, Vocational Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 12 terminal objectives for a basic diesel mechanics course. The course is designed as a two-semester (2 hour daily) course for 10th graders interested in being diesel service and repair mechanics; it would serve as the first year of a 3-year secondary school program. Based on shop manipulative practices in addition to related classroom instruction, the focus of instruction is on use of tools and safety, engine theory, terminology, main stationary parts, major moving parts, valve gear and scavenging systems, fuel injection systems, burning the fuel, lubrication system, cooling system, and governing. The titles of the 12 terminal objectives are Orientation, Theory of Internal Combustion Engines, Operating Principles, Design Variation, Main Stationary Parts, Major Moving Parts, Value Gear, Intake and Exhaust, Lubrication System, Cooling System, Fuel Injection System, Burning the Fuel, and Governing. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 942 CE 010 960

Tidwell, Joseph

Diesel Mechanics. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Dec 74

Note—31p.; For a related document see CE 010 959; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Auto Mechanics, *Behavioral Objectives, *Criterion Referenced Tests, *Diesel Engines, Equipment Maintenance, Mechanical Skills, Repair, Secondary Education, Shop Curriculum, Skill Development, Vocational Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of six terminal objectives for an intermediate diesel mechanics course (two semesters, 3 hours daily) designed for high school students who upon completion would be ready for an on-the-job training experience in diesel service and repair. Through shop manipulative practice in addition to related classroom instruction, the course covers operation and safety, electricity, intake and exhaust systems, starting methods, oil and gaseous fuels, tune-up and troubleshooting, engine rating and performance, and mechanical and hydraulic drives. Titles of the six terminal objectives are Orientation—Human Relations and Safety, Electrical System, Starting Methods, Power Trains, Brake Systems, and Chassis Components. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 943 CE 010 961

Seivert, Chester

Printing. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Jul 75

Note—72p.; For a related document see CE 010 957

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Printing, Secondary Education, Shop Curriculum, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 17 terminal objectives for a secondary level basic printing course. The materials were developed for a two-semester (2 hours daily) course with specialized classroom and shop experiences designed to enable the student to develop basic competencies as a printer in the fundamentals of typography, press work, bindery, and finishing process with emphasis on safety, typography, negative and plate processes, and quality control. The titles of the 17 terminal objectives are Orientation, Occupations and Trends, Letterpress Composition, Press Make-Ready and Operation, Letterpress Applications, Layout and Design, Paste-Up, Point System Applied to Lithography, Preparing Camera Copy for Reproduction, Process Photography, Presensitized Plates, Offset Press Operation, Bindery Operations, Cost Estimating, Continuous Tone Photog-

12 Document Resumes

raphy, Industrial Attitudes and Work Habits, and Skill Comprehension Exercises. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 944 CE 010 962
Atkinson, Floyd

Commercial and Advertising Art. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Jul 75

Note—40p.; For a related document see CE 010 979

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Art Education, Art Materials, *Behavioral Objectives, *Commercial Art, *Criterion Referenced Tests, Curriculum Guides, Graphic Arts, Senior High Schools, Vocational Education

Identifiers—Advertising
Several intermediate performance objectives and corresponding criterion measures are listed for each of 12 terminal objectives for a basic commercial and advertising art course. The materials were developed for a two-semester (2 hours daily) course to enable tenth, eleventh, and twelfth grade students to develop competencies in the care and use of tools; various forms of lettering with pen and brush; creative perception; value of perspective; theories of layout; mechanical processes in art production; and safety. Instruction emphasizes advertising theory, preparation of copy, lettering, drawing exercises, and silk screen. The titles of the twelve terminal objectives are Orientation, Safety, Purpose and Care of Lettering Brushes, Tools and Materials, Brush Lettered Alphabets, Art Tools and Materials, Fundamentals of Drawing with Pencil and Pen, Basic Shapes with Single Light Source, Properties of Line, Perspective Drawing, Figure Construction and Composition, and Layout, Design and Composition. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 945 CE 010 963

Thompson, Moses

Masonry. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.
Pub Date May 75

Note—21p.; For a related document see CE 010 980

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Bricklaying, Construction (Process), *Criterion Referenced Tests, Job Skills, *Masonry, Secondary Education, Shop Curriculum, Skill Development, Skilled Occupations, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 13 terminal objectives for an intermediate masonry course. These materials, developed for a two-semester (3 hours daily) course, are designed to provide the student with the skills and knowledge necessary for entry level employment in the field of masonry. The following areas are covered under the terminal objectives: Hand process, estimating, layout application, modular coordination, blueprint reading, masonry materials, decorative stone, placing of reinforcing steel in footing, story pole, batter boards, and advanced masonry plus related and technical information. Titles of the terminal objectives sections are Orientation, Occupational Information, Occupational Safety, Blueprint Reading, Estimating, Laying Concrete Blocks, Concrete Finishing, Laying Glass Blocks, Modular Dimension, Story Pole and Gage Stick, Structural Bonds, Advanced Brick Laying, and Expansion Joints. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 946 CE 010 964

Vincent, Kenneth

Welding. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Jul 73

Note—29p.; For a related document see CE 010 965

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, Construction (Process), *Criterion Referenced Tests, Job Skills, Secondary Education, Shop Curriculum, Skill Development, Skilled Occupations, Technical Education, Trade and Industrial Education, *Welding

Several intermediate performance objectives and corresponding criterion measures are listed for each of nine terminal objectives for an intermediate welding course. The materials were developed for a 36-week (3 hours daily) course designed to prepare the student for employment in the field of welding. Electric welding and specialized (TIG & MIG) are emphasized. The titles of the nine terminal objectives sections are Electric Welding Terms, Care and Use of Shop Machinery, Physical Properties of Metals, Heat Treatment of Metals, Introduction to Arc Welding, Electric Arc Welding, (T.I.G.) Welding, (M.I.G.) Welding, and Blueprint Reading. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 947 CE 010 965

Vincent, Kenneth

Welding. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Jul 73

Note—26p.; For a related document see CE 010 964

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, Construction (Process), *Criterion Referenced Tests, Job Skills, Senior High Schools, Shop Curriculum, Skill Development, Skilled Occupations, Student Experience, Technical Education, Trade and Industrial Education, *Welding

Several intermediate performance objectives and corresponding criterion measures are listed for each of eight terminal objectives for a basic welding course. The materials were developed for a 36-week (2 hours daily) course developed to teach the fundamentals of welding shop work, to become familiar with the operation of the welding shop equipment, to become familiar with those basic skills and trade technology required by the welder in doing welding work, and to diagnose and solve technical problems as expected of an apprentice welder. Titles of the eight terminal objectives sections are Orientation; Safety; Math Review; Hand Tools; Measurements; Flame Cutting and Gas Welding Terms; Oxyacetylene Equipment, Maintenance, and Adjustments; and Gas Welding, Flame Cutting, and Torch Brazing. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 948 CE 010 966

Carter, Thomas G., Jr.

Auto Mechanics. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Nov 74

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Auto Mechanics, *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Engines, Maintenance, Mechanical Skills, *Repair, Secondary Education, Shop Curriculum, Skill Development, Skilled Occupations, Technical Education, Trade and Industrial Education, Vocational Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 14 terminal objectives for a basic automotive mechanics course. The materials were developed for a two-semester course (2 hours daily) designed to provide training in the basic fundamentals in diagnosis and repair including cooling system and heating, electrical systems, wheels and tires, steering and suspension, brakes, engines, fuel, exhaust and emissions, and drive train. Titles of the 14 terminal objectives sections are Orientation; Safety; Hand Tools; Engine Operation; Engine Measurement and Performance; Engine Types; Engine Design; Engine Construction; Ignition and Electrical Systems; Fuel System and Carburetion; Cooling Systems; Brake System; Frames, Springs, and Suspension Systems; and Running System. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 949 CE 010 967

Davis, John

Service Station Attendant. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Jul 75

Note—80p.; Several pages are of marginal print quality

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Attendants, Attendant Training, *Auto Mechanics (Occupation), *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Engines, Merchandising, Recordkeeping, Salesmanship, Secondary Education, Shop Curriculum, Trade and Industrial Education

Identifiers—*Service Station Attendant

Several intermediate performance objectives and corresponding criterion measures are listed for each of 24 terminal objectives for a basic secondary level service station attendant course. The materials were developed for a two-semester course (2 and 3 hours daily). The specialized classroom and shop experiences are designed to enable the student to develop basic competencies in the operation of an automotive service station with emphasis on sales, service, recordkeeping, safety, preventive maintenance, product display, customer relations, cooling systems, electrical systems, and lubrication. The titles of the 24 terminal objectives are Orientation, Safety, Human Relations, Island Sales, Daily Sales Records, Hand Tools and Measurements, Parts and Service Manuals, Lubrication Service, Motor Oil, Filters, Tires and Tire Service, Wheels and Wheel Balance, Basic Electricity, Engine Theory and Design, Tune-Up Electrical, Carburetion, Cooling Systems, Exhaust, Brakes, Suspension and Shock Absorbers, Vehicle Appearance, Station Housekeeping, Merchandising, and Air Conditioning. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 950 CE 010 968

Lang, Thomas

Automotive Body Repair. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.
Pub Date Jul 75

Note—47p.; For a related document see CE 010 978

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Auto Body Repairmen, *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Job Skills, Mechanical Skills, *Motor Vehicles, *Repair, Secondary Education, Shop Curriculum, Skill Development, Skilled Occupations, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 15 terminal objectives for a basic automotive body repair and refinishing course. The materials were developed for a two-semester (2 hours daily) course for organized classroom and shop experiences designed to enable the student to develop skills required by an auto body mechanic, refinisher, and painter. Instruction includes use of hand and power tools, electric welding, gas welding and cutting, spot welding, metal shaping, alignment and straightening, metal preparation, filling, surface preparation, and painting. The titles of the 15 terminal objectives sections are Orientation; Youth Development; Safety; Body Construction; Hand Tools; Power Tools; Gas Welding Equipment—Maintenance and Adjustments; Gas Welding, Flame Cutting, and Torch Brazing Procedures; Metal Bumping and Dinging; Metal Filling (Soldier); Metal Filling (Plastic); Masking; Surface Preparation; and Care and Operation of Spray Gun Equipment. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 951 CE 010 969

Killough, Joseph

Appliance Services. Intermediate Course. Career Education.

Duval County School Board, Jacksonville, Fla.
Pub Date Oct 72

Note—22p.; For a related document see CE 010 970

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Air Conditioning, *Appliance Repairing, *Behavioral Objectives, Business Skills, Climate Control, *Criterion Referenced Tests, Curriculum Guides, Electrical Appliances, *Electrical Appliance Servicemen, Job Skills, *Maintenance, Refrigeration, Refrigeration Mechanics, *Repair, Secondary Education, Service Occupations, Shop Curriculum, Skill Development, Skilled Occupations

Several intermediate performance objectives and corresponding criterion measures are listed for each of 16 terminal objectives for an intermediate appliance repair course. The materials were developed for a 36-week course (3 hours daily) covering the areas of refrigeration, maintenance, repair, and troubleshooting of refrigerators and air conditioning. Titles of the 16 terminal objectives sections are Copper Tubing, Basic Refrigeration, Refrigeration, Refrigeration Cycles, Refrigeration Components, Refrigerants, Temperature Controls, Automatic Defrost, Evacuating and Charging, Assembly, Troubleshooting (Electrical Refrigerator), Room Air Conditioning, Troubleshooting (Room Air Conditioners), Renewal Parts, Inventory Control, Shop Management, and S.I.E. Program. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 952 CE 010 970

Killough, Joseph

Appliance Services. Basic Course. Career Education.

Duval County School Board, Jacksonville, Fla.

Pub Date Oct 72

Note—33p.; For a related document see CE 010 969; Some pages may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Appliance Repairing, *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Electrical Appliances, *Electrical Appliance Servicemen, Job Skills, Secondary Education, Service Occupations, Shop Curriculum, Skill Development, Skilled Occupations, Technology

Several intermediate performance objectives and corresponding criterion measures are listed for each of 25 terminal objectives for a basic appliance repair course. The materials were developed for a 36-week course (2 hours daily) designed to enable the student to be well-grounded in the fundamentals of electricity as well as applied electricity. This first year course covers safety, occupational opportunities, hand tools, math, basic and applied electricity and installation, repair, and troubleshooting of electrical appliances. The titles of the 25 terminal objectives sections are Orientation, Hand Tools, Basic Math, Electron Theory, Basic Electricity, Electrical Current Movement, Electric Circuitry, Meters, Electric Motors, Electric Motors (Three Phase), Relays and Capacitors, Circuit Protection Devices, Water Heaters, Electric Ranges, Dishwashers, Dishwasher Troubleshooting, Automatic Washers, Automatic Washer Timers, Automatic Washer (Drive System), Automatic Washer (Water Fill and Pump Cycle), Automatic Washer (Transmission), Troubleshooting (Automatic Washer), Dryers, Dryers (Electrical Components), and Troubleshooting—Laundry Equipment. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 953 CE 010 972

Hilton, Arthur Lambert, George

Machine Shop. Performance Objectives. Intermediate Course. Career Education.

Duval County School Board, Jacksonville, Fla.

Pub Date Jul 72

Note—26p.; For a related document see CE 010 973

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Hand Tools, Job Skills, *Machine Tools, *Machinists, Maintenance, Senior High Schools, Shop Curriculum, Skill Development, Trade and Industrial Education, Welding

Several intermediate performance objectives and corresponding criterion measures are listed for each of eight terminal objectives for a high school intermediate machine shop course. The

materials were developed for a 36-week course (3 hours daily) designed to enable students to become familiar with the operation of machine shop equipment, to become familiar with those basic skills and trade technology required by the machinist in doing machinists work, and to diagnose and solve technical problems as expected of a competent journeyman machinist. Titles of the eight performance objectives sections are Shaper, Horizontal Milling Machine, Vertical Milling Machine, Maintenance, Forge, Heat Treating, Welding (oxy-acet., arc), and Shop Management. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 954 CE 010 974

Adams, John F.S.

Law Enforcement Careers. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.

Pub Date Jul 75

Note—48p.; Not available in hard copy due to marginal reproducibility of the original document. For a related document see CE 010 975

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Crime, Criminal Law, *Criterion Referenced Tests, Curriculum Guides, High School Curriculum, *Law Enforcement, Legal Education, Police, Senior High Schools, Vocational Education Identifiers—Florida

Intermediate performance objectives and corresponding criterion measures are presented for each of six terminal objectives for a two-semester (3 hours daily) course designed to provide high school juniors and seniors with basic law enforcement skills and knowledge. Titles of the six terminal objectives are State Criminal Code, Patrol Methods and Techniques, Information Gathering and Reporting, The Crime Scene, The Arrest, and Handling Specific Calls. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 955 CE 010 975

Adams, John F.S.

Law Enforcement Careers. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date Jul 75

Note—39p.; For a related document see CE 010 974

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Ethics, High School Curriculum, Justice, *Law Enforcement, Legal Education, Police, Public Relations, Senior High Schools, Vocational Education Identifiers—Florida

Intermediate performance objectives and corresponding criterion measures are presented for each of nine terminal objectives for a two-semester (2 hours daily) course designed to provide high school students with basic introductory law enforcement skills and knowledge. Titles of the nine terminal objectives are Orientation, Law Enforcement Ethics, State Criminal Code, Nature of Law Enforcement, Development of Law Enforcement, Police Functions, Problems of Law Enforcement, Administration of Justice, and Public Relations. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 956 CE 010 977

Murvin, Roland

Sheetmetal. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date Jul 73

Note—16p.; For a related document see CE 010 994

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Metals, Senior High Schools, *Sheet Metal Work, Shop Curriculum, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of six terminal objectives for a basic high school sheetmetal work course. The titles of the terminal objectives are Orientation, Shop

Machinery and Material, Soldering, Measurements and Layouts, Assigned Shop Projects, and Radial and Triangulation Layouts. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 957 CE 010 978

Lang, Thomas

Automotive Body Repair. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.

Pub Date Jul 75

Note—33p.; For a related document see CE 010 968. Several pages may not reproduce well due to faint type

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Auto Body Repairs, *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Job Skills, Mechanical Skills, *Motor Vehicles, *Repair, Secondary Education, Shop Curriculum, Skill Development, Skilled Occupations, Student Experience, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 10 terminal objectives for an intermediate automotive body repair and refinishing course. The materials were developed for a two-semester (3 hours daily) course for specialized classrooms, shop, and practical experiences designed to enable the student to develop additional skills needed for auto body repair and refinishing and to attain proficiency in basic skills. Instruction includes frame alignment equipment and techniques, color matching, paint mixing, spot painting, glass and trim replacement, use of technical manuals and parts catalogs, estimating, and use of forms. Practical work is emphasized. Students who complete course objectives are placed in the S.I.E. program for on-the-job training. The titles of the 10 terminal objectives sections are Human Relations and Safety, Estimating, Fiber Glassing, Replacing and Adjusting Auto Body Components, Electric Arc Welding, Glass Installation, Body and Frame Alignment, Spray Painting, Inventory, and S.I.E. Program. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 958 CE 010 979

Atkinson, Floyd

Commercial and Advertising Art. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.

Pub Date Jul 75

Note—41p.; For a related document see CE 010 962; Not available in hard copy due to print quality of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Art Education, Art Materials, Art Products, Behavioral Objectives, *Commercial Art, *Criterion Referenced Tests, Curriculum Guides, Graphic Arts, Senior High Schools, Skill Development, Vocational Education Identifiers—Advertising

Several intermediate performance objectives and corresponding criterion measures are listed for each of eight terminal objectives for an intermediate commercial and advertising art course for high school vocational students. The materials were developed for a two-semester (3 hours daily) course involving specialized classroom, shop, and practical experiences designed to enable the student to develop proficiency in the skills introduced in the basic course and to develop competencies in the more advanced phases of art. Content covered by the course includes poster, show card, and banner design; illustrations; screen printing; making of pounce patterns; sign painting; extensive experience in lettering, air brush work, touch-up, inks, and color dynamics; and introductory instruction in package and product design. Students completing the course objectives are expected to be ready for placement in an on-the-job training program. The titles of the eight terminal performance objectives are Reproduction Lettering, Reproduction of Art Work, Silk Screen Process Printing, Sign Development, Color Theories, Use of Color in Illustration, Oil Painting, and Live Projects. (This manual and 54 others were developed for various

secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 959

CE 010 980

Mudrow, Oliver

Masonry. Basic Course. Career Education.

Duval County School Board, Jacksonville, Fla.

Pub Date Jul 73

Note—67p.; For a related document see CE 010 963. Several pages may not reproduce well due to blurred type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, *Bricklaying, Construction (Process), *Criterion Referenced Tests, Job Skills, *Masonry, Secondary Education, Shop Curriculum, Skill Development, Skilled Occupations, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 22 terminal objectives for a basic masonry course. The materials were developed for a 36-week course (2 hours daily). Organized subject matter and practical experiences are designed to prepare students for entry level skills in the masonry trade. Skill training is covered in the following areas: Masonry occupations, tools and equipment, classifications of brick and block, mortar mixing, laying brick and block, estimating, and building pilasters, steps, corners, and arches. Titles of the 22 terminal objectives sections are Orientation and Shop Procedures, Related Occupations, History of Bricklaying, Safety, Tools, and Equipment, V.I.C.A. (Vocational Industrial Club of America), Classifying Brick, Classifying Concrete Block, Mixing Mortar, Masonry Terms, Spreading Mortar, Buttering Brick and Block, Cleaning Masonry Work, Laying to the Line, Estimating Brick and Block, Pilasters, Door and Window Openings, Step Construction, Bonds, Corner Leads, Piers, and Arches. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 960

CE 010 981

Jones, Marion

Marine Engine Mechanics. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.

Pub Date Jul 72

Note—38p.; For a related document see CE 010982

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, *Engines, *Maintenance, *Marine Technicians, *Mechanics (Process), Secondary Schools, Shop Curriculum, Skill Development, Student Experience, Technical Occupations, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are presented for each of ten terminal objectives for a two-semester course (3 hours daily). This 540-hour intermediate course includes advanced troubleshooting techniques on outboard marine engines, inboard-outboard marine engines, inboard marine engines, boat rigging, boat trailer wiring and rigging, and refinishing and repair. The coursework includes basic theory and practical experience on actual engines and boats. Titles of the terminal performance objectives sections are Orientation, Engines, Electrical System, Ignition, Carburetion, Cooling, Service Fundamentals, Parts Inventory, Shop Management, and S.I.E. Program. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 961

CE 010 982

Jones, Marion

Marine Engine Mechanics. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date Jul 72

Note—56p.; For a related document see CE 010 981

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Engines, *Maintenance, *Marine Technicians, *Mechanics (Process), Secondary Schools, Skill Development, Technical Occupations, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are presented for each of six terminal objectives for a two-semester course (2 hours daily) which provides training in the terminology, construction, and function of both two- and four-cycle fuel-air mixture internal combustion engines with emphasis on outboard marine engines. This 360 hour basic course includes instruction and practical experience in the following: Safety, care and use of hand tools and manuals, theory of internal combustion, ignition and electrical systems, cooling systems, fuel systems, drive units, and engine control systems. The titles of the performance objectives are: Orientation, Tools, Engine Construction, Ignition System, Fuel System, and Drive Unit. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 962

CE 010 983

Downing, C. L. Adcox, John W., Jr.

Carpentry. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date Oct 74

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, Building Trades, Career Exploration, *Carpenters, *Construction (Process), *Criterion Referenced Tests, Curriculum Guides, Hand Tools, Machine Tools, Post Secondary Education, Secondary Education, *Shop Curriculum, *Skill Development, Student Evaluation, Trade and Industrial Education, Woodworking

Several intermediate performance objectives and corresponding criterion measures are listed for each of 12 terminal objectives in this course guide in basic carpentry. The guide is designed to prepare persons for initial employment, or to upgrade or retrain persons already employed, or to provide the apprenticeship related course work necessary to insure successful employment in the carpentry trade. The plan of instruction includes specialized classroom and shop experiences concerned with all phases of construction carpentry. Included is training in layout, fabrication, assembly, installation, and repair of structural units. Emphasis is placed on care and use of carpentry tools, equipment and materials, common systems of frame construction and principles involved, drafting, blueprint reading, applied mathematics, materials estimating, and interpretation of building codes. The titles of the terminal performance objective sections are Orientation, Safety, Basic Measurement, Hand Tools, Power Tools, Maintenance of Tools, Building Products, Building Insulation, Hardware (Rough and Finish), Adhesives, Building Nomenclature and Blueprint Reading, and Simulated House Construction. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 963

CE 010 984

Taylor, Ernest

Building Maintenance. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date May 76

Note—47p.; For a related document see CE 010 951

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, Building Operation, *Buildings, Cleaning, Construction (Process), *Criterion Referenced Tests, Curriculum Guides, Grade 10, *Maintenance, Painting, Senior High Schools, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of the 13 terminal objectives for a basic high school building maintenance course (the first year of a 3-year program). The materials were developed for a 36-week course (2 hours daily) designed to enable 10th grade students to develop competencies in the skills required of a building maintenance mechanic. Instruction includes carpentry, painting, electrical maintenance, plumbing and pipefitting, concrete work and repairs, glazing and caulking, floor care, custodial practices, lawn and shrub care, blueprint reading and sketching, and occupational safety. Students are given the opportunity to develop their skills by practical application. Titles

of the terminal objectives are Orientation, Vocational-Industrial Student Organization, Occupational Information, Blueprint Reading, Occupational Safety, Carpentry, Painting, Electrical Maintenance, Plumbing and Pipefitting, Concrete Work and Repairs, Glazing and Caulking, Custodial Practice, and Landscaping. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 964

CE 010 985

Exploration of Child Care, Guidance and Service Occupations. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.

Pub Date [75]

Note—55p.; For related documents see CE 010 952 and CE 010 991-992

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Exploration, *Child Care, *Child Care Occupations, *Criterion Referenced Tests, Curriculum, Curriculum Guides, Guidance, Job Skills, Junior High Schools, Occupational Home Economics, Service Occupations

Several intermediate performance objectives and corresponding criterion measures are presented for each of five terminal objectives for a 12- to 18-week course designed to provide students in grades eight or nine with opportunities for exploring a broad range of child care, guidance, and service occupations. Major concepts include characteristics of children of different ages; methods of communicating with children; awareness of the operation of child care enterprises on a variety of situations; planning and providing services to children, including those with special needs; selecting and using equipment, materials, and activities in relation to the developmental tasks of children; and child-related agencies and legislation. Instruction includes observation and hands-on laboratory experiences which are basic to specialized proficiencies needed for employment. Concepts of management, consumer education, and safety are included as they relate to instruction. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 965

CE 010 986

Exploration of Food Management, Production and Services Occupations. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.

Pub Date [75]

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Exploration, *Criterion Referenced Tests, Curriculum Guides, Food Processing Occupations, Food Service, *Food Service Occupations, Junior High Schools, Management, Occupational Home Economics, Occupational Information

Several intermediate performance objectives and corresponding criterion measures are listed for each of four terminal objectives for a course in exploration of food management, production, and service occupations for 8th and 9th grade students. The materials were developed for a 12- to 18-week course designed to include awareness of the operation of food service enterprises; planning and providing food service for individuals and groups, including those with special needs; and equipment, materials, agencies, and legislation related to food service. Concepts in management, consumer education, sanitation, and safety are taught as they relate to instruction. A curriculum objective (diagnostic) test is also included. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 966

CE 010 987

Exploration of Institutional Home Management and Supportive Services Occupations. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.

Pub Date [75]

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Ancillary Services, *Behavioral Objectives, *Career Exploration, *Criterion Referenced Tests, Curriculum Guides, *Home Management, Junior High Schools, Occupational Home Economics, *Service Occupations

Several intermediate performance objectives and corresponding criterion measures are listed for each of five terminal objectives for a 12- to 18-week course in which junior high school students explore institutional home management and supportive service occupations. Major concepts covered include awareness of the operation of institutional and home management and supportive services enterprises; planning and providing services for individuals and groups, including those with special needs; equipment and materials; and agencies and legislation related to institutional and home management and supportive services. Concepts of management, consumer education, and safety are included as they relate to instruction. A curriculum objective (diagnostic) test is also included. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 967 CE 010 988

Goldsbury, Paul And Others
American Industries. Junior Hi. Pre-Vocational. Power and Transportation.

Duval County School Board, Jacksonville, Fla.
 Pub Date Jul 75
 Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Exploration, *Criterion Referenced Tests, Curriculum Guides, *Energy, Environmental Education, Fluid Power Education, *Industry, Junior High Schools, Occupational Information, Power Mechanics, Student Evaluation, Trade and Industrial Education, *Transportation

Identifiers—United States

Several intermediate performance objectives and corresponding criterion measures are listed for each of 10 terminal objectives in this junior high school power and transportation course guide. Each objective also includes learning steps and suggestions for supplementary instructional aids. The overall focus is on the concepts of industrial enterprise in America, with emphasis placed on the role of industry, materials, personnel, production (mass and custom), processes, energy, management, distribution, and occupational information. Subject matter and learning experiences are organized to orient students to the industrial categories, manufacturing, graphics, construction and power, and transportation. Titles of the 10 terminal objective sections are Introduction to Power, History of Power, Safety, Work-Energy-Power, Machines, Internal Combustion, External Combustion, Power Transmission, Occupations, and Environmental Aspects. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 968 CE 010 989

Goldsbury, Paul And Others
American Industries. Performance Objectives. Volume 2.

Duval County School Board, Jacksonville, Fla.
 Pub Date Jul 75
 Note—190p.; For a related document see CE 010 997

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Exploration, *Criterion Referenced Tests, Curriculum Guides, Electricity, *Graphic Arts, Industrial Education, *Industry, Junior High Schools, Learning Activities, *Manufacturing, Power Mechanics, Semiskilled Occupations, Shop Curriculum, Student Evaluation, Technical Education, Technical Occupations, Trade and Industrial Education

Identifiers—United States

Several intermediate performance objectives and corresponding criterion measures are listed for each of the three categories (Manufacturing, Graphic Communication, and Power) included in this second of a two-volume course guide on American industries. The materials were developed for a 9- to 12-week course for seventh grade students to acquaint them with the concepts of major American industrial enterprises. The manufacturing category includes ten terminal objective sections: Classification of Metals,

Layout, Cutting, Drilling, Forming, Finishing, Fastening, Quality Control, Mass Production, and Occupations. The graphic communication section includes seven terminal objective sections: Introduction, Occupations, Printing, Rubber Stamp, Special Printing Process, Offset Press, and Drawing. The power section includes four terminal objective sections: Occupations, Electricity, Combustion Engines, and Simple Machines. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 969 CE 010 990

Family Living. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.
 Pub Date [75]

Note—165p.; Page 49 may reproduce poorly

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Behavioral Objectives, Career Exploration, *Criterion Referenced Tests, *Family Life, *Family Life Education, Family Management, Family Relationship, Family Role, Family Structure, Home Economics Education, Job Skills, Marriage, Occupational Home Economics, Personality Development, Senior High Schools

Several intermediate performance objectives and corresponding criterion measures are listed for each of eight terminal objectives for a family living course for 10th, 11th, and 12th grade students. The materials were developed for a semester or 1-year course designed to prepare students (1) to exhibit knowledge of the past, present, and future patterns and purpose of the family; (2) to exhibit knowledge of personality development and demonstrate skills in applying this knowledge to his/her own personality development; (3) demonstrate knowledge of the wide variety of careers available to the students, and to develop skills necessary in obtaining and keeping a job; (4) exhibit knowledge of the factors involved in dating, mate selection, and marriage; (5) identify the factors involved in creating a satisfactory marital relationship; (6) recognize and exhibit skills needed to cope with family crises; (7) demonstrate knowledge and skills in money management; and (8) exhibit knowledge of the responsibilities of parenthood. Objectives 3 and 7 would be omitted for the 1-semester course. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 970 CE 010 991

Fundamentals of Child Care Occupations. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.
 Pub Date [75]

Note—77p.; For related documents see CE 010 985 and CE 010 992

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Exploration, Child Care, *Child Care Occupations, *Child Development, *Criterion Referenced Tests, Curriculum, Curriculum Guides, *Job Skills, Occupational Home Economics, Secondary Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of four terminal objectives for a fundamentals of child care occupations course. The materials were designed to prepare students for entry level employment in jobs involving the care and guidance of children. Major concepts include growth, development, and behavior of children; fundamentals of child care; daily schedules and educational programs for children in child care centers; techniques for working with individual and groups of children; information on employment in child care programs; development of skills in working with children; and basic employability skills. Specialized activities include limited observation of and participation with children and preparation of materials used in working with children. Concepts of management, consumer education, and safety are included as they relate in instruction. The titles of the four terminal objectives are Orientation and Exploration of Child Care Occupations, Basic Employability Skills, Child Growth and Development, and Basic Skills of Child Care Services. (This manual and 54 others were developed for various secondary

level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 971 CE 010 992

Child Care Services Handbook.

Duval County School Board, Jacksonville, Fla.
 Pub Date Aug 74

Note—107p.; For related documents see CE 010 952, CE 010 985 and CE 010 991; Not available in hard copy due to marginal legibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, *Child Care, Curriculum Guides, *Occupational Home Economics, Program Administration, Public Relations, Records (Forms), Recruitment, *Resource Materials, Secondary Education, Student Evaluation

A companion document to the curriculum guide for a secondary level child care services curriculum, this handbook contains a variety of administrative and program resources for the teacher. The vocational curriculum outline for child care services; a calendar of suggested public relations activities; procedures for building child care services enrollment; list of child care services student qualifications; application for home economics career program including personal data sheet; forms for confidential report on students and for character references; copies of student's agreement, contract grading forms, task analysis rating scales, student evaluation forms, letter of appreciation, and observation forms and check lists for recording child behavior; outline of a filing system for child care services; and a bibliography listing books for children, books on child care services, curriculum guides, films and filmstrips, film supplies, organizations and agencies, pamphlets, periodicals, and local resource persons and agencies. (HD)

ED 139 972 CE 010 993

Graphic Communications. Industrial Arts. Performance Objectives. Junior High School.

Duval County School Board, Jacksonville, Fla.
 Pub Date [73]

Note—178p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Behavioral Objectives, Communications, *Criterion Referenced Tests, Curriculum Guides, *Drafting, Exceptional Students, *Graphic Arts, Industrial Arts, Junior High Schools, Secondary Education, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for a graphic communications course for seventh, eighth, and ninth grade students. The seventh grade section includes eight terminal objectives for a 9-week course and covers the basic fundamentals of photography, bookbinding, and silk screening. The eighth grade section, which is a continuation of the seventh grade activities, includes nine terminal objectives for a 9-week course and covers technical sketching, silk screening, letterpress, and photography. The ninth grade section is divided into four separate one-semester courses: (1) Graphics IA is a general course and contains 15 terminal objectives, (2) Graphics IB is an accelerated program for students who are capable of doing more advanced work and contains 15 terminal objectives, (3) Drafting IA is an introduction of mechanical drafting as a language of industry and contains eight terminal objectives, and (4) Drafting IB is a sequential study of the areas covered in Drafting IA for the above average student and contains seven terminal objectives. An industrial arts equipment list is also included. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 973 CE 010 994

Bunch, Edward And Others
Metals. Industrial Arts. Performance Objectives. Junior High School.

Duval County School Board, Jacksonville, Fla.
 Pub Date Jul 72

Note—157p.; For a related document see CE 010 977

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Industrial Arts, Junior High Schools, *Metals, Shop Curriculum, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for a metals course for seventh, eighth, and ninth grade students. The seventh grade section includes 13 terminal objectives for a 9-week course and provides exploratory units in bench metals and sheet metals. Industrial materials and processes receive major emphasis. Basic activities covered are design, measuring, layout, cutting, forming, and fastening. The eighth grade section, a review of the seventh grade units with additional and advanced applications, includes 13 terminal objectives for a 9-week course. The ninth grade section is divided into two separate one-semester courses: (1) Machine Shop 1A is provided to review, reinforce, and expand the basic knowledge previously learned and contains 15 terminal objectives and (2) Machine Shop 1B contains 15 terminal objectives listed under the same headings: Safety, Introduction to Metals, Occupations, Lay-out and Measuring, Planning, Hand Tools, Abrasives, Drilling, Sheet Metals, Bench Metals, Welding, Forging, Lathe, and Finishing. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 974 CE 010 995
Exploration of Home Furnishings, Equipment and Services Occupations. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.
Pub Date [75]
Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—*Behavioral Objectives, *Career Exploration, *Criterion Referenced Tests, Curriculum Guides, Home Economics Education, *Home Furnishings, *Home Management, Junior High Schools, Occupational Home Economics, *Service Occupations, Vocational Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of three terminal objectives for an exploration of home furnishing, equipment, and services occupations course for eighth and ninth grade students. The materials were developed for a 12- to 18-week course designed to provide exploration opportunities in interior design, related textiles, upholstery, slip covering and drapery making, furniture, equipment and accessories, housing, related agencies and legislation, and operation of home furnishings, equipment and services enterprises. A curriculum objective test is also included. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 975 CE 010 996
Orientation to Home Economics Occupations. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.
Pub Date [75]
Note—311p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.
Descriptors—*Behavioral Objectives, *Career Awareness, Career Exploration, Clothing, *Criterion Referenced Tests, Curriculum, Curriculum Guides, Food Service Occupations, Home Furnishings, Housing, Junior High Schools, Occupational Clusters, *Occupational Home Economics, Occupational Information, Service Occupations, Textiles Instruction

Several intermediate performance objectives and corresponding criterion measures are listed for each of seven terminal objectives for a 6- to 9-week orientation to home economics occupations course for seventh grade students. The titles of the seven terminal objectives are Overview, Human Care Cluster, Food and Nutrition, Home Service Cluster, Clothing and Textiles, Housing and Home Furnishing, and Looking Ahead. A curriculum objective (diagnostic) test is included in the front of the manual. The appendix contains keys to tests, occupational pyramids, Future Homemakers of America (FHA) suggestions, and a bibliography. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 976 CE 010 997
Goldsbury, Paul And Others
American Industries. Performance Objectives. Volume 1.

Duval County School Board, Jacksonville, Fla.
Pub Date Jul 75
Note—175p.; For a related document see CE 010 989

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.
Descriptors—Agricultural Education, *Agriculture, *Behavioral Objectives, *Career Exploration, *Construction Industry, *Criterion Referenced Tests, Curriculum Guides, Industrial Education, *Industry, Junior High Schools, Shop Curriculum, Student Evaluation, Trade and Industrial Education

Identifiers—United States
Several intermediate performance objectives and corresponding criterion measures are listed for each of the three categories (American Industries Orientation, Agriculture, and Construction) included in this first of a two-volume course guide on American industries. The materials were developed for a 9- to 12-week course for seventh grade students to acquaint them with the concepts of major American industrial enterprises. American Industries Orientation includes five terminal objective sections: Safety, Criterion Measures, Elements of Industry, Planning, and Measurements. Agriculture includes seven terminal objective sections: Occupations, Tools, Turfgrass, Fertilizing, Vegetable Gardening and Container Growing, Conservation, and Horticulture Maintenance. Construction includes six terminal objective sections: Occupations, Characteristics of Wood Materials, Hand Tools, Wood Joining and Fastening, Finishing, and Mass Production. Information for instructors is also included. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 977 CE 010 998
Allen, Alveta And Others
Personal Career Orientation. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.
Pub Date [75]
Note—227p.; Best copy available

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.
Descriptors—*Behavioral Objectives, Career Awareness, *Career Choice, *Career Planning, *Criterion Referenced Tests, Grade 7, Home Economics Education, Junior High Schools, Occupational Home Economics, Occupational Information, Personal Growth, *Vocational Development, Work Attitudes

Several intermediate performance objectives and corresponding criterion measures are listed for each of six terminal objectives for a personal career orientation course for seventh grade students. This 6- to 9-week course is designed to acquaint the student with personal qualities and characteristics necessary for success in the world of work. Consideration is given to the need for a positive attitude toward the dignity, worth, and satisfaction of work, and the dignity and value of all legitimate occupational pursuits. Emphasis is placed on means of determining one's interests and goals in life, evaluating these, and forming a plan to develop improved self-concept, relations with others, management of resources, personal nutrition, grooming, dress, and concern for becoming employable. Opportunities are given for critical thinking, problem-solving, and decisionmaking. A 50-item curriculum test (diagnostic) precedes the objectives. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 978 CE 011 000
Bunch, Edwood And Others
Woods. Industrial Arts. Performance Objectives. Junior High School.

Duval County School Board, Jacksonville, Fla.
Pub Date Jul 72
Note—162p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.
Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Industrial Arts, Junior High Schools, Shop Curriculum, Trade and Industrial Education, *Woodworking

Several intermediate performance objectives and corresponding criterion measures are listed for a woodworking course for seventh, eighth, and ninth grade students. The seventh grade section includes seven terminal objectives for a 9-week basic hand woodworking course which includes planning and layout, skill in the use of hand tools, construction and identification of simple joints, and the use of fasteners and finishing methods. The eighth grade section includes 11 terminal objectives in basic hand woodworking. The activities include planning and layout, design and construction, using bill of materials, and finishing procedures. Some machine work is involved also. The ninth grade section is divided into two separate one-semester courses: (1) Woods 1A is a course designed to review, reinforce, and advance knowledge of previously learned woods experience. It incorporates an introduction to machine woodworking and contains 16 terminal objectives. (2) Woods 1B is a basic machine woodworking course designed for those students who wish to take an additional semester course in woodworking. It includes a review of machines and tools with more depth in design and construction and criteria for making a vocational choice. Twenty terminal objectives are included in this section. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 979 CE 011 001
Consumer Education—Home Economics. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.
Pub Date [75]
Note—123p.; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—*Behavioral Objectives, Consumer Economics, *Consumer Education, Consumer Science, *Criterion Referenced Tests, Family Resources, *Home Economics Education, Home Management, Money Management, Senior High Schools

Several intermediate performance objectives and corresponding criterion measures are listed for each of six terminal objectives for an 18-week consumer education-home economics course for 10th, 11th, and 12th grade students. Purposes listed for the course are to develop an understanding of the American market system, and how the individual affects and is affected by the American market system; to provide students with opportunities to develop basic skills, concepts, and understanding necessary to achieve optimum satisfaction from the utilization of resources; and to provide students with the opportunity to clarify values and identify goals by using the decisionmaking process. Objectives include focus on knowledge and skills in obtaining personal and family income, money management, and buying goods and services. A listing of suggested types of resource speakers, a bibliography, and a listing of audiovisual materials are included. (This manual and 54 others were developed for various secondary vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 980 CE 011 005
Mohr, Lillian Holmen
American Council on Consumer Interests. Annual Conference. The Proceedings. Convention Theme: Ideas/Commitment/Action (22nd, Atlanta, Georgia, April 7-10, 1976).

American Council on Consumer Interests, Columbia, Mo.
Pub Date Apr 76
Note—218p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.
Descriptors—Conference Reports, *Consumer Education, *Consumer Protection

These proceedings consist of 25 conference papers on consumer interests: (1) Consumer Leaders of Yesterday, (2) Potentials for Professionalism in Consumer Affairs, (3) Legislative Priorities—The Washington Scene, (4) Consumer Protection—The Municipal Approach, (5) Virginia Approach to Consumer Protection, (6) An Explanation of Electric Utility Finance and Its Effects on the Residential User, (7) Systems Approach to Family Money Management Counseling, (8) Consumer Education: The Unknown Limits, (9) An Experimental Investigation of the Consumer Use of Explicit Product Information,

(10) Cost Benefit Analysis of Consumer Product Safety Programs, (11) Consumer Participation in Health Planning: A Selective Review, (12) An Investigation of Objective Relationships Between Product Price and Product Quality, (13) Ethics: A Cost Benefit Analysis, (14) An Evaluation of the Illinois Consumer Education Program and Student Learning, (15) Advertisers' Substantiation of Claims to the Public, (16) What University Advertising Programs are Doing in Consumer Education, (17) Low Income Chicano's Family Purchasing, Credit and Consumption Behavior—An Exploratory Study, 1970-75, (18) Communitywide Discount Programs for the Elderly: Problems and Prospects, (19) A Bill of Rights for Consumers, (20) Careers in Consumer Affairs, (21) Educational Opportunities in the Consumer Field, (22) Electric Utility Advertising and the Consumer Interest, (23) The Development of a Competency Based Consumer Credit Counseling Certification Program, (24) The Local Consumer Information System: An Institution-To-Be?, and (25) Financial Management Practices of Nebraska Bankrupts. (EM)

ED 139 981 CE 011 009

Office Update. A Course Guide for Adult Business Education Teachers.

Montgomery County Public Schools, Rockville, Md. Dept. of Adult Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 76

Note—240p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Adult Education, Business Communication, Career Opportunities, Curriculum, Curriculum Guides, Employer Employee Relationship, Filing, Job Application, Language Skills, Office Machines, *Office Occupations Education, Units of Study

This curriculum guide designed to assist business and office education teachers to better prepare adults seeking employment in office occupations contains seven units: (1) Career Opportunities in Business, 2 hours (general clerical, typing, stenography, job market, choosing a job), (2) Communications, 4 hours (what is communication, how and why we communicate, communication barriers and avoiding them, group discussion, extemporaneous talk, executive briefing, telephone personality, mechanics and techniques, special telephone equipment and communication services), (3) Office Machines, 10 to 20 hours (10-key adding machines, calculating machines, duplicating machines, transcribing machines), (4) Business Filing and Records Management, 6 hours (record control, defining filing, alphabetic filing, filing materials and supplies, filing procedures, types of filing system, special files and information systems), (5) The Plus Factors (personal and professional qualities, employer-employee and employee-employee relations, handling visitors, work habits, work area, reference materials), (6) Language Arts Skills, 40 to 60 hours (self-assessment, grammar and punctuation review, capitalization, number usage, abbreviations, business letters, dictionary skills and word division, spelling, proofreading), and (7) Applying for a Job, 2 hours (resume, cover letter, applying in person). Each unit includes a statement of unit objective, specific behavioral objectives, a topical content outline, teaching and learning activities, and resources. A bibliography of available resources and an appendix of teaching materials are included. (EM)

ED 139 982 CE 011 011

Michelotti, Kopp
Multiple Jobholders, May 1976. Special Labor Force Report 194.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 77

Note—26p.; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Age, Census Figures, *Employment Patterns, *Employment Statistics, Income, Individual Characteristics, Industry, Labor Market, Marital Status, *Multiple Employment, Occupations, Race, Sex (Characteristics)
Identifiers—United States

The most recent in an annual series on multiple jobholders, this report shows the number of U.S.

workers holding two or more jobs at the same time by industry, occupation, and demographic characteristics, and outlines reasons for holding second jobs. Based primarily on information from the Current Population Survey, conducted and tabulated for the Bureau of Labor Statistics by the Bureau of the Census, the estimates in the report are for persons 16 years of age or older in the civilian noninstitutional population during the calendar week ending May 15, 1976. A two-page summary of the findings on multiple job holders begins the report. Following are four tables of figures showing primary and secondary jobs for persons holding two jobs or more, by industry, class of worker, and sex. A fifth table gives the main reasons for working at more than one job, with figures for age, sex, marital status, race, and usual weekly earnings. Appendix A, three pages of explanatory notes for the previous five tables, describes briefly the labor force concepts, sample design, estimating methods, and reliability of the estimates. Appendix B contains 14 reference tables giving more detailed information and figures as to the occupation (primary and secondary), industry group, class of worker, hours worked at secondary job, total hours worked, earnings on primary job, and personal characteristics of persons holding two jobs or more. Some tables are further categorized as to age, sex, and race. (BL)

ED 139 983

CE 011 023

Pucel, David J.

Models for Individualizing Vocational-Technical Instruction.

Pub Date Dec 74

Note—15p.; Paper presented at the American Vocational Association Convention (December 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Methods, Educational Strategies, *Individualized Instruction, *Instructional Design, Instructional Improvement, *Teaching Models, Technical Education, Trade and Industrial Education, *Vocational Education

Eight major instructional models and the basic strategies which define each of them are presented in this paper along with contrasts of the individualized instruction models with the "traditional" model of instruction (characterized by fixed-content, fixed-time, variable proficiency). The author notes that the models could be useful to industrial educators and other educators in modifying their teaching activities so that they can communicate with each other about the differences in the strategies and instructional models they use. Prior to discussion of the models, the author briefly discusses (1) the need for individualized instruction in vocational education and (2) three dimensions for classifying models: Content dimension, time dimension, and proficiency or competency level dimension. The description of the eight instructional models includes a discussion of the possibility of organizing an instructional program using any of the instructional models as cells of a matrix which would include all possible combinations of the content, time, and proficiency levels. A figure of the matrix is included. (SH)

ED 139 984

CE 011 026

Caro, Paul W.

Some Factors Influencing Transfer of Simulator Training.

Human Resources Research Organization, Alexandria, Va.

Report No—HumRRO-PP-1-76

Pub Date Aug 76

Note—21p.; Paper presented at Third Flight Simulation Symposium of the Royal Aeronautical Society (London, England, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Effective Teaching, *Flight Training, Literature Reviews, Methods Research, Military Training, *Performance Factors, Research Methodology, Research Needs, Simulation, *Simulators, Skill Development, Student Attitudes, Teacher Attitudes, Teaching Methods, *Transfer of Training

Studies of transfer of training may be used to determine whether simulator training improves pilot performance in an aircraft. Some approaches to determining simulator training effectiveness, such as surveys of pilot and instructor opinions, are not considered particularly reliable. Several other approaches have also been suggested. One factor influencing simulator training

effectiveness is simulator design, including fidelity of simulation and design for training. Fidelity refers to the extent to which features of the aircraft and its environment duplicate their real world counterparts. Studies on the influence of such features as visual fidelity, motion fidelity, and handling characteristics are somewhat inconclusive. Design for training refers to the inclusion of features which facilitate training but which may bear no particular resemblance to features of the aircraft and environment being simulated. The sequencing of simulator and aircraft training and training program content are also influences. Past experience, aptitudes, skills, attitudes, and expectations of trainees and instructors represent potential influences on effectiveness of simulator training. Studies show that expectations for simulator training are usually fulfilled. (LMS)

ED 139 985

CE 011 045

Cohen, Wilbur J.

Needed Federal Policy in Education for Century III. Occasional Paper No. 24.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date Jan 77

Note—16p.; Paper presented at a staff development seminar at the Center for Vocational Education, Ohio State University (Columbus, Ohio)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Administration, *Educational Change, Educational Legislation, *Educational Planning, *Educational Policy, Educational Problems, Elementary Secondary Education, Federal Government, *Government Role, Post Secondary Education
Identifiers—United States

Several issues in education resulting from the change to the Carter administration, and how these changes will affect the remainder of the twentieth century, are discussed in this speech. The author first makes the assumption that there is the possibility of a sharp break in the educational policy of the last 10 years, noting that there has been much criticism directed at education and educational leaders throughout the country, particularly education's high costs. Key issues discussed are as follows: (1) Concern for early childhood education, which could become a vigorous component in the struggle for Federal money (According to the author, if there is a struggle to put more money in early education and other areas, it might well be that vocational education's effort to get a larger part of the Federal share has reached a plateau.); (2) the possible creation, under the new administration, of a new department of education, which could intensify competition between higher education and elementary secondary education, between vocational and early childhood education, and between the research people and the program people; (3) the consolidation of Federal programs; and (4) the authorization (under the Educational Amendments of 1976) of teacher centers, and emphasis on the problem of retraining people for both different occupations and skills and opportunities during their entire lifetime. (SH)

ED 139 986

CE 011 053

Waller, Earl A.

Summary of Research Findings on the Military General Educational Development Program. Final Report.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-76-55; OASD-MR-76-5

Pub Date Dec 76

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Admission, Comparative Analysis, Dropouts, Educational Certificates, Educational Interest, Educational Research, *Employee Attitudes, *High School Equivalency Programs, *High School Graduates, Military Personnel, *Military Service, *Participant Characteristics, *Program Effectiveness, Secondary Education, Veterans
Identifiers—Civilians

This report summarizes and integrates the finding of research studies dealing with the military General Educational Development (GED) program. The major areas covered include (1) the field conduct of the GED program, (2) charac-

teristics of GED program participants, (3) a comparison of the utility of the GED certificate with that of the high school diploma, both inservice and postservice, and (4) the impact of attaining a GED certificate. Specific findings are presented in each of the major areas discussed. Following are the overall findings presented: (1) GED program participants had lower average aptitude scores than high school diploma holders, but higher ones than nonparticipant nongraduates. (2) A higher proportion of certificate holders planned service careers in comparison with their peers. They had higher pay grades at separation than noncertificate holders, but lower ones than diploma holders. (3) The GED certificate was regarded less highly than the high school diploma, but was perceived of considerable value in both inservice and postservice environments. This was particularly true for inservice where the certificate was accepted officially as meeting the requirements for a secondary education credential. (4) The impact of receiving a certificate was reported to be favorable by both certificate holders and noncertificate holders. The major effects of receiving a certificate were seen as increased confidence in personal ability and increased feelings of general well-being. (Author)

ED 139 987 CE 011 054
Vocational Training. Information Bulletin. Supplement. United Kingdom.

Training Services Agency, London (England).
Spons Agency—Commission des Communautés Européennes (Luxembourg).

Pub Date 76

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Agencies, Adult Education, Agency Role, *Educational Administration, Educational Finance, Educational History, Educational Legislation, *Educational Policy, *Educational Programs, Elementary Secondary Education, Foreign Countries, *Government Role, Industry, Instructional Staff, Job Training, National Programs, Post Secondary Education, Teacher Education, Trainers, *Vocational Education

Identifiers—*United Kingdom

Following a discussion of the historical background of the United Kingdom's education system and a brief description of its government department and agencies concerned with vocational education and training, this bulletin describes the United Kingdom's present vocational training provisions. Content is presented in 11 sections under the following headings: General Structure of the Educational and Vocational Training Systems; Organization and Contents of Educational and Vocational Training; Vocational, Academic, and Other Qualifications; Training of Trainers and Teachers; Adult Education (Including Permanent Education and Paid Leave); Training for Certain Categories of Person; Training Programs for New Jobs; Finance; Training Technology; Launching Reforms; and Special Measures. Tables and diagrams supplement the text. (LAS)

ED 139 988 CE 011 059
WIN in 1976. The Work Incentive Program. Seventh Annual Report to the Congress on Employment and Training Under Title IV of the Social Security Act. July 1, 1975-June 30, 1976.

Department of Health, Education, and Welfare, Washington, D.C.; Department of Labor, Washington, D.C.

Pub Date 76

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Age, Annual Reports, *Employment Programs, Federal Legislation, *Federal Programs, *Job Training, Occupations, *Participant Characteristics, Race, Sex (Characteristics), *Welfare Recipients

Identifiers—United States, *Work Incentive Program

This 1976 annual report on the Work Incentive Program (WIN), a federally funded program directed to assisting the transition of individuals from welfare to self-sufficiency and economic independence, includes both discussion of the 1976 activities and presentation of a broader perspective including background, change, and future prospects of the 8-year-old program. The report begins with four brief sections: (1) An overview of program purpose, administration, population,

services, and adjudication; (2) highlights of 1976 major events regarding jobs, wages, and services; (3) statistics on WIN characteristics of the WIN population (numbers who registered in WIN, entered employment, and deregistered by sex, race, age, and education); and (4) comparison of 1975 and 1976 statistics on intake, employment, and employment and training programs. The fifth section covers program results and includes tables on job entries by occupation and sex; entry wages by sex, race, and age; and types and numbers of supportive services initiated during the first quarters of FY 1976 and FY 1975. A brief section on funding covers the program costs and the basis for making State allocations. Finally, the last section, a perspective on WIN, traces the program background and chronology of WIN legislative documents and their program effects, revised WIN regulations, projects initiated to evaluate WIN and test innovations; and focus for FY 1977. An appendix includes 5 tables regarding unemployment rates and WIN job entries by State; WIN registrants and those entering employment and deregistering; hourly wages by sex and State; and initiated social and day care services by State. (EM)

ED 139 989 08 CE 011 061

Nolan, Richard D.

Penetrating School Strata through Career Education. Final Report.

Bristol Public Schools, Conn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V361170

Pub Date Jun 76

Grant—OEG-0-73-5301

Note—276p.; For related documents see ED 107 935 and ED 109 299-300

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Career Education, Career Exploration, Curriculum Development, Curriculum Guides, Demonstration Projects, Depressed Areas (Geographic), *Elementary School Curriculum, Elementary Secondary Education, Employment Opportunities, Fused Curriculum, *High School Curriculum, *Job Placement, Program Evaluation, *Resource Centers, School Community Cooperation, Sex Role, Sex Stereotypes

Identifiers—Connecticut

This is a final report of a 3-year project to modify the curriculum in the Bristol, Connecticut, school system by infusing career education concepts and practices into all subjects at all grade levels. The report includes a description of the four components of the project: Grades K-8, grades 9-12, development of job placement services, and establishment of a resource center on career education. The description covers background, objectives, design, and results of the study. Another section deals with conclusions, implications, and recommendations. Almost one-half of the document is devoted to a third party evaluator report prepared by New Educational Directions, Inc. The evaluator report includes an overview of the project, suggestions for other funded programs, comments about the fulfillment of objectives for the four components of the study, and evaluation of the procedures followed during the project. Appendixes to the evaluator report include newspaper clippings and correspondence about the project, questionnaires, and the results of surveys of the community, principals, staff, and teachers. Attachments make up another large part of the document and include a sample curriculum guide entitled "Reducing Sex-Role Stereotyping Through Career Education" and other documents and brochures related to the four components of the study. (LMS)

ED 139 990 CE 011 065

Cervero, Ronald Cunningham, Phyllis M.

An Evaluation of the Effectiveness of Instructional Television for GED Preparation.

Pub Date Apr 77

Note—37p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-22, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, *Educational Television, *High School Equivalency Programs, Instructional Media, Instructional Programs, Open Education, Participant Characteristics, Participant Satisfaction, *Program Effectiveness, Program Evaluation, Racial Differences, *Student Attitudes

Identifiers—Kentucky

To determine the efficacy of instructional television for adults in GED (General Educational Development) programs in large urban areas, a study was conducted using Kentucky Education Television's (KET) newly marketed GED preparation series (which was instituted with the help of the Chicago Public Library and local colleges). The study was guided by three main purposes: To assess the effectiveness of a design for fitting televised instruction (ITV) into a larger instructional network, to compare the GED performance of adults who were prepared by this TV course with a comparable sample of GED testees who prepared for the test in some other way, and to assess students' perceptions of TV instruction in general and of this television series (KET/GED) in particular. This report includes a complete description of study procedures, results, and conclusions. Overall conclusions note the following: (1) Remedial education via ITV is an attractive format for urban audiences when such instruction is offered at no cost to the student. (2) Forty percent of the audience tested stated that they would not have been able to prepare for the GED test in other ways, indicating that ITV does reach in part a new audience which would not access conventional instructional programs. (3) Major motivational factors included convenience of the weekend broadcast, preference for TV instruction, confinement to the home, and a perceived compactness of the course. (SH)

ED 139 991 CE 011 066

Green, Margot Keith

Responsiveness with Rigor: A Methodology for Diagnosis of Adult Education Needs through Ethnographic Research.

Pub Date 22 Apr 77

Note—21p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 22, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Action Research, *Adult Education, Cultural Environment, Data Collection, Educational Anthropology, *Educational Diagnosis, Educational Needs, Information Needs, Inservice Education, Institutional Environment, *Needs Assessment, Organizational Development, *Research Methodology, Task Performance

Identifiers—Indiana

This paper discusses a procedure for diagnosing adult educational needs, which the author developed and tested for her doctoral dissertation to study the work performance of attendant supervisors at a mental retardation facility. She describes the methodology used as ethnographic research, which entails an analytic description of a culture by looking at an institution as a culture of its own and, for example, attempting to illuminate the meaning of a supervisor's role and perceived performance in terms of the culture of the mental retardation facility. Steps outlined as part of the methodology include identification of salient issues, development of categories of concern as areas on which to focus the diagnosis, identification of symptoms, and movement through inference to symptoms to problems to educational needs. The procedure is called responsive because it is meant to respond to the information needs of the client and rigorous because the diagnosis is done with careful description and attempts to document the bases on which judgments are made. For example, the data collection process described involves a variety of techniques: Formal and informal interviews, observation, document analysis, and questionnaires. Strengths of the procedure are also discussed. A summary of the diagnostic study conducted for the dissertation is appended. (LMS)

ED 139 992 CE 011 070

Johnson, James F. Trent, Curtis

An Analysis of Student Evaluation of Course and Instructor as an Expression of the Student's Values and Adult Education Attitudes.

Pub Date Apr 77

Note—25p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, College Faculty, *Course Evaluation, *Educational Attitudes, Educational Research, Graduate Students, Higher Education, *Personal Values, *Student Attitudes, *Student Evaluation of Teacher Performance, Teacher Evaluation

The study determined the influence of students' values and adult education attitudes on their evaluation of faculty. Eighty-four adult education graduate students, enrolled in four sections of an adult learning theory course taught by three different instructors, completed an evaluation form, a value survey, and an adult education attitude scale at the end of the course. Multiple regression and path analysis showed that (1) adult education attitudes and selected values accounted for 27% of the variance in student evaluation of faculty, (2) adult education attitudes were responsible for 8% of the variance in student evaluation of faculty, and (3) values were not significantly related to student evaluation of faculty. A path model suggested that values influenced student evaluation of faculty through attitudes. The findings suggested that values and attitudes play an important part in student evaluation of faculty and should be recognized when interpreting the results of such ratings. (Author)

ED 139 993 CE 011 073

Mandernach, Janice B.

An Investigation of Expertise: Implications for Adult Educators.

Pub Date Apr 77

Note—20p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-22, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Learning, *Clinical Diagnosis, Cognitive Processes, *Decision Making Skills, *Educational Psychology, *Knowledge Level, Learning Characteristics, Learning Processes, Learning Theories, Medical Students, Physicians, *Problem Solving, Psychological Studies, Skill Development, Specialists

To examine the characteristics of expertise, a study at the University of Minnesota cardiac clinic compared differences in diagnostic ability and strategies between novices (four year medical students) and experts (specialists in pediatric cardiology). The investigator presented a model for expertise based on knowledge of subject matter content and knowledge of reasoning procedures. Four medical students and four specialists diagnosed eight cases, four in a simulated clinic task and four in a consultant task. All sessions were audiotaped. The novices and experts made different diagnoses based on a varying knowledge of the subject matter content and the use of different reasoning procedures. For example, a student used the procedure of successive scanning (considering only one hypothesis at a time) when he was reasonably sure of his diagnosis, while a specialist used a focusing strategy (reducing the set of hypotheses already generated) to limit the possibilities. The conceptualization of expertise as a combination of knowledge of content and knowledge of procedures is particularly relevant to the adult educator. Since most adults have mastered general strategies of learning, they need to learn and apply the procedures unique to an area in order to develop expertise in that area. A careful investigation of the expert's strategies can be utilized for programs designed to develop that expertise. A bibliography and diagrams related to the study are included in the report. (LMS)

ED 139 994 CE 011 074

Altshuler, Evan

The Conceptual and Methodological Development of S(L)EA.

Pub Date Apr 77

Note—32p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-22, 1977). For a related document see CE 011 076

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, *Adult Learning, Case Studies (Education), *Learning, *Measurement Instruments, *Self Evaluation, *Validity

Identifiers—Shared Process Evaluation System, *Significant (Learning) Event Analysis

This document contains an analysis which identifies the transfer of the Shared Process Evaluation System (SHAPES) to the Significant Learning Event Analysis (S(L)EA), a self-evaluation instrument which offers a systematic flexible approach to access learning, and which is intended to be useful to adult education researchers in examining adult learning patterns. (SHAPES is an instrument used for community development project evaluation.) First, four sources of data on SHAPES are analyzed for as-

sumption, processes, and instrumentation design traits which have a bearing upon S(L)EA. Next, assumptions and specifications for S(L)EA are discussed, followed by the description of a case study in which one of the S(L)EA interpretive frameworks, considered to provide useful and meaningful feedback to a learner using S(L)EA as a reflection medium, is examined. (The interpretive framework examined involved the development and use of a self-designed set of S(L)EA card clusters.) Methodology and findings are presented, with the findings also shown in diagrams and tables. The final two topics cover the evaluation research applications of S(L)EA, and experience with S(L)EA in a program evaluation. (SH)

ED 139 995 CE 011 077

Mazmanian, Paul E.

A Model (Based upon Open Systems Organizational Theory) for Continuous Educational Needs Assessment in Continuing Professional Education Programs.

Pub Date Apr 77

Note—21p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-22, 1977) ; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Data Analysis, Data Collection, Data Processing, *Educational Needs, Medical Education, *Models, *Needs Assessment, *Organizational Theories, *Professional Continuing Education, *Systems Concepts

Identifiers—University of Michigan

This paper suggests that since continuing professional educators must address the ever present gap between new knowledge and practitioner competence, accurate identification and prioritization of practitioners' educational needs must be maintained on a continuous basis. Describing an adult education agency as an open system whose output depends on its input, the paper presents an educational needs assessment model employed by the Office of Continuing Medical Education, University of Michigan Medical Center. In addition, the paper defines educational needs based on Bradshaw's concept of felt, expressed, comparative, and normative sources and Knox's need appraisal model; describes data collection techniques for defined need areas; describes development of a coding system and transformation of data into packaged usable form; outlines applicability of the educational needs assessment model to other continuing professional education programs; and discusses limitations of the model. Charts and diagrams are included in the body of the paper and a bibliography appears at the end. (Author/LMS)

ED 139 996 CE 011 081

Kozoll, Charles E.

An Analysis of Factors which Led to the Dominance of Scholarship as Compared with Teaching and Outreach Activities in Land Grant Institutions.

Pub Date Apr 77

Note—29p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Freedom, Changing Attitudes, *College Faculty, Community Involvement, *Educational History, Educational Practice, Educational Research, Extension Education, Faculty Promotion, Faculty Workload, Foreign Countries, Higher Education, *Land Grant Universities, *Noninstructional Responsibility, *Professional Recognition, Publications, Social Factors, Teacher Role, *Teaching, Teaching Conditions, Tenure

Identifiers—Germany, *United States

According to the author, service or outreach activities by faculty members at research oriented institutions, including land-grant ones, typically go unregarded, with the most highly esteemed effort being productive scholarship (through such endeavors as journal articles, papers, and research grants), teaching being of secondary importance. In this paper, the author analyzes the factors which established the dominance of scholarship in American higher education. Particular attention is paid to a 40-year period following the Civil War, when the nature and diversity of universities was becoming clear. Events in this century, leading up to World War I are also analyzed. The rhetoric which advocated service

and practicality in courses is compared with emerging tendencies of faculty members to concentrate on discipline oriented research. Effects of the German university model and the emergence and recognition of scientific inquiry are examined. Particular attention is given to alienation of faculty members from a growing materialism in American society, with the intention of determining what effect, if any, this tendency had on outreach by faculty members. The search for themes in the post-Civil War period is tied to an examination of two land grant institutions—the Universities of Georgia and Illinois. (Author/SH)

ED 139 997 CE 011 083

Fallon, Ruth

Adult Basic Education Follow-Up Study.

Pub Date Apr 77

Note—23p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-22, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Basic Education, Educational Research, *Evaluation Methods, *Followup Studies, Measurement Instruments, *Participant Satisfaction, *Program Effectiveness, Program Evaluation, *Research Methodology

Identifiers—Wisconsin

The Gateway Technical Institute's followup study on former adult basic education (ABE) students is examined in this report, which focuses primarily on the process of the study. Since the Gateway study complemented objective measures of program effectiveness with a perspective that is often missing in program evaluations, namely, former participants' subjective perceptions of the value of ABE, the author notes that the study was valuable not only in the results it provided the local district concerning the effects of ABE on former clients, but also in the information it provides researchers concerning the process of such evaluation in ABE. A brief review of literature and previous ABE evaluation processes of the Gateway districts are discussed first. Theoretical and practical limitations of the Gateway followup study are then presented and the design of the study is examined. Suggestions for alternate research procedures in future ABE followup studies are included. Finally, results and conclusions of the study are given. (WL)

ED 139 998 CE 011 085

Boggs, David L.

Learning Derived by Visitors to the Ohio Historical Center.

Pub Date 77

Note—30p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adult Learning, *Affective Behavior, *Cognitive Processes, Exhibits, Interviews, *Learning Experience, Leisure Time, Measurement Instruments, *Museums, Observation, *Reactive Behavior, Recreational Facilities

The paper presents results of a study to assess to what extent visiting a museum is an adult learning experience. Study population was 112 adult visitors to the Ohio Historical Center in Columbus during December 1976 and January and February 1977. Visitor behavior was observed and recorded and the visitors were then interviewed for their comments about what they had seen. Visitor comments indicative of learning from the exhibits were scored on a scale of evidence of six cognitive and five affective learning behaviors. Collected data were tabulated as mean scores for the 11 behaviors and anecdotal data presented in narrative form under each behavior. A demographic profile of the 112 visitors is included. The study supported the contention that some learning occurs during a museum visit in a setting of leisure and recreation. (MF)

ED 139 999 CE 011 089

Garry, Mark W.

The Relationships among Anomia, Attitude toward Adult Education, and Nonparticipation in Formal Adult Education Activities.

Pub Date Apr 77

Note—12p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-22, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, Age, Attendance Patterns, Community Surveys, *Educational

Attitudes, *Enrollment Influences, *Negative Attitudes, Outreach Programs, Participation, Publicize, *Semiskilled Workers, Social Attitudes, Socioeconomic Status, *Unskilled Workers, Urban Areas
Identifiers—Wisconsin

A study was conducted to explore the relationship between anomia (a feeling of alienation, of being cut off from society), attitude toward adult education, and nonparticipation in formal adult education activities. The subjects of the study were adults who lived in a specific area in Milwaukee, Wisconsin, which had the following characteristics: The working inhabitants were mainly blue-collar workers, over 99% were white, and formal adult education activities were available in or near the area. Out of a systematic sample of 201 households, 147 adults responded to an interview schedule, a response rate of 73%. Conclusions based on statistical analyses of the findings were as follows: The higher the level of anomia a person has, the less favorable his or her attitude toward adult education; the attitude toward adult education of nonparticipants in formal adult education activities is significantly lower than that of participants; and only those nonparticipants who are 26.5 years or older are more likely to have higher levels of anomia than participants. A solid majority of nonparticipants surveyed indicated a desire to learn. Therefore, it is suggested that adult educators examine the effectiveness of their methods for extending their services to those adults who do not participate in formal adult education. A more personal approach to reaching nonparticipants—through acquaintances, friends, and relatives or through organizations to which adults belong—may be more effective with blue-collar workers. (LMS)

ED 140 000 CE 011 091

Carpenter, John

Rationale for and Effects of Utilizing Both Qualitative and Quantitative Analyses in a Naturalistic Research Project.

Note—11p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Data Analysis, Educational Research, *Research Methodology, Research Projects

Identifiers—*Naturalistic Research

This paper presents the rationale for and effects of utilizing both qualitative and quantitative analyses in naturalistic research. The specific research project examined was titled "Alternative Patterns for Strengthening Community Service Programs in Institutions of Higher Education." (The project was a 2-year nationwide study conducted through the University of Illinois at Urbana-Champaign and focused on alternatives used by decisionmakers in a variety of settings in which it was thought that strengthening and continuation of community service programs had occurred as a result of developmental efforts funded under title I (HEA, 1965). Data gathered from field interviews in six States were analyzed qualitatively through the use of content analysis and quantitatively through the use of correlational and multivariate analyses.) The body of this paper describes the research approach used in the project in terms of the various activities that were undertaken, their relationships to each other, and why they were done, concluding that (1) the complementary use of qualitative and quantitative analyses provided a basis by which the results of the data analysis of the first and second years could be compared; and (2) when qualitative and quantitative findings from each year were compared, findings from the first year were generally substantiated and extended. (SH)

ED 140 001 08 CE 011 093
Dissemination and Resources Group, Program Plan FY 1978.

National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date Aug 76

Note—43p.; Parts may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Agencies, Educational Development, Educational Research, *Educational Resources, *Federal Programs, Information Centers, *Information Dissemination, *Information Utilization, National Programs, *Program Design

The program purpose of the Dissemination and Resources Group of the National Institute of Education is to improve dissemination and use of knowledge for solving educational problems and to study, evaluate, and improve the capabilities of institutions and individuals to produce and use knowledge in improving education. The principal strategies for the 1978 program are (1) increasing the understanding of the R&D (research and development) system especially the factors that shape present practices and the relationships between production and use of knowledge; (2) assuring full and effective access to the knowledge resources available; (3) building the capacity in education systems and institutions to disseminate and use knowledge; and (4) strengthening the linkages between the R&D and practice communities through dissemination activities involving State, local, and intermediate education agencies, R&D organizations, teaching institutions, and professional associations. (Approximately half of this report is devoted to discussion of the context of dissemination and utilization in education—the nature of the educational system and the nature of the knowledge resource base—and the role of the Federal government. The other half describes the four 1978 program strategies listed above. A bibliography is included.) (LAS)

ED 140 002 CE 011 096

Boshier, Roger

Transition from Childhood to Adulthood: A Longitudinal Study of Attitude Change over Four Years.

Pub Date Apr 77

Note—45p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adolescents, Adult Education, *Adults, *Changing Attitudes, *Individual Development, Longitudinal Studies, Research, *Role Perception, *Social Influences

In an attempt to test the extent to which attitude change occurs as a function of social role, data was collected on two occasions occurring five years apart (1969 and 1974). Subjects were 72 persons aged 17-19 years old in their last year at high school. They completed the author's modification to the Wilson-Patterson Conservatism Scale in 1969 just prior to high school graduation. Five years later the modified C-scale was readministered. By this time the subjects had left school, some were married, others had travelled overseas, some were involved in political movements, others were continuing education. A 1969-1974 Conservatism Scale discrepancy score was calculated for each respondent. Discrepancy scores were then entered in a regression equation where respondent's "social roles" were the independent variables. From the study results, it appears that the post high school years (early adulthood) are a time when attitudes are shaped by social roles and experiences which accompany each role. The first section of this paper presents background information. In the second section, describing the study, the results are interpreted within the framework of a model which involves a distinction between changes occurring because of developmental events in contrast to historical time and historical events. (Author/SH)

ED 140 003 CE 011 098

Bosco, Joseph A.

Levels of Abstraction and the Adult Reader.

Pub Date Mar 77

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Abstract Reasoning, Adult Basic Education, *Adult Learning, *Cognitive Ability, *Cognitive Measurement, Cognitive Processes, Educational Research, *Logical Thinking, *Reading Comprehension

A study was designed to examine the relationship between certain measures of cognitive development and reading scores, particularly reading comprehension scores. Forty-one adult basic education students, ranging from 16 to 62 years of age (mean age of 25) and predominantly from lower socioeconomic groups, were administered the following three instruments, used to measure reading comprehension, level of logical judgment, and conservation of linguistic structure, respectively: The California Achievement Test; Peel's test of logical judgment (in which a paragraph was read to the subject, followed by

two questions; subject's response was then rated according to coordination of information and data source); and Hutson's instrument consisting of eight pairs of sentences (which varied in terms of probability of occurrence and in terms of similarity and dissimilarity of meaning) in which the subject was asked to judge the equivalence or nonequivalence of paired sentences. Major findings revealed (1) that adults do function at different levels of logical judgment and that the functioning level is independent of the adult's reading achievement score, (2) the validity of Peel's concept of levels of logical judgment is supported, and (3) the two variables, linguistic conservation ability and reading level, are significantly related in adult populations. (SH)

ED 140 004 CE 011 101

Ellis, Dorrer

Twenty-One Years in the Lives of 444 Men.

Pub Date Apr 77

Note—13p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-22, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Career Change, *Educational Background, *Employment Experience, *Employment Patterns, *Engineers, Followup Studies, Individual Characteristics, Longitudinal Studies, Occupational Surveys, Performance Factors, *Professional Continuing Education, Success Factors, Vocational Followup

Identifiers—Canada, Ontario

A 21-year longitudinal study (1955-1976) was conducted on the educational and professional careers of men who specialized in engineering in Ontario, Canada. Data was collected from schools, universities, employers, and the subjects themselves. In 1956, 683 males and no females enrolled in university engineering courses. In general, the engineering students were a superior group. Of the 683, 65% (444) graduated and the other 35% withdrew without earning a degree. In most cases, withdrawal followed academic failure. The withdrawals were older than the graduates, were more likely to be living away from home, and had fathers who were not in high status occupations. Six or seven years after graduation, 69% of the graduates were practicing engineering in Ontario. Those who did not become engineers in Ontario were practicing the profession outside Ontario or had entered other professions. Information was collected on employment during the academic year, during summer vacations, and after graduation. After approximately fourteen years of working, the average graduate had had three employers. Almost half the respondents had earned no degree other than the bachelor's. Of those who had obtained advanced degrees, 40% had chosen an engineering related field, almost 25% had obtained a master's in business administration, and 10% had obtained doctorates. Four out of five respondents had undertaken some formal education since graduation, although not necessarily for credit. Shortly after graduation, the courses chosen were highly technical; later, they showed ever-widening interests. (LMS)

ED 140 005 CE 011 103

Cassara, Beverly B.

The Career Pathways, Attitudes and Aspirations of Professional Women in Higher Education Institutions in West Berlin, Germany. A Replication of a Study Carried Out in Washington, D.C. by Gloria Freeman.

Pub Date Apr 77

Note—10p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Organization, *Cultural Factors, Discriminatory Attitudes (Social), Educational Attitudes, Educational Research, Faculty Promotion, Family Life, Females, Foreign Countries, *Higher Education, Interviews, *Life Style, *Occupational Aspiration, Professional Occupations, *Sex Discrimination, Social Science Research, Social Values, *Women Professors
Identifiers—West Germany, *West Germany (Berlin)

This paper is a three-part narrative report of a study in which structured interviews were conducted with 30 professional women in higher education in West Berlin to determine their career attitudes and aspirations. Background in-

formation includes an account of the author's preparation for conducting the study and her concern for semantics in translating interview questions from English to German. The description of the method, which incorporates a view of the subjects' and the culture's attitudes toward females as professionals in higher education, is presented in four steps: Gaining an understanding of the administrative structure of the four institutions in West Berlin which were included in the study; gathering information on the comparative numbers of men and women at each rank of the professorial ladder at these institutions; selection of the 30 women to be interviewed; and conducting the actual interviews. Major conclusions discuss implications for the future of women professionals in higher education in West Germany, with two of the findings revealing that (1) most of the women feel that the bias against women in academia is so entrenched that they must not only perform exceptionally, but they must have great courage and strength to persist and advance, and (2) as far as choice of career was concerned, only 11 of the women ended up in their first choice. Of the other 19, at least half cited specific reasons related to discrimination against women for having to choose their second or third career option. (SH)

ED 140 006

CE 011 105

Carney, Mary Margaret

A Study of the Relationships of Selected Personal and Professional Characteristics to Change, Non-Change, and Value-Interest Orientations of Professional Adult Educators.

Pub Date Apr 77

Note—26p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, *Adult Educators, *Change Agents, *Educational Change, Educational Experience, Educational Research, Females, *Individual Characteristics, Males, *Personal Interests, *Personal Values, Questionnaires, Surveys, Teacher Characteristics

The study was designed to examine the personal and professional characteristics related to change and nonchange orientations of adult educators. A personal data form consisting of personal characteristics (age and sex) and professional characteristics (years of experience in adult education, institution from which the doctorate was secured, professional role, and institutional setting) was mailed with an instrument, designed to measure orientations to change, nonchange, and value-interest, to a stratified random sample of 225 professional adult educators with a major in adult education who received doctorates from 1960 to 1970 inclusive. The data were quantified and analyzed by multiple regression and analysis of variance which produced means, correlation co-efficients of personal and professional characteristics with orientations, and on F-test to analyze variation which might be attributable to the independent variables (personal and professional characteristics). The following hypotheses for professional adult educators were supported: (1) Their orientation toward change and nonchange are associated with value-interested orientations, (2) they are change oriented, (3) they are value oriented, (4) women are less change oriented than men, (5) orientation toward change, nonchange, and value-interest are associated with the institution from which the doctorate was secured, and (6) orientation toward change and nonchange are associated with the institutional setting. (The survey instrument and background information are included in this paper.) (Author)

ED 140 007

CE 011 106

Misanchuk, Earl R.

Multiple Matrix Sampling Applied to Needs Analysis: An Introduction and Assessment of Efficacy.

Pub Date Apr 77

Note—20p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Computer Oriented Programs, *Measurement Techniques, *Needs Assessment, Questionnaires, *Sampling, *Statistical Surveys

Identifiers—*Multiple Matrix Sampling

A common approach to needs analysis involves the development of a self-report questionnaire administered to members of the intended audience. Such an approach poses a problem however: Concern for data reliability demands polling as many respondents as possible, while concern for cost-effectiveness dictates minimizing the size of the sample. The solution involves a sub-group of the population responding to all items in the questionnaire, and parameters estimated from the sample data. Yet this approach may not be the most effective and efficient one. Multiple matrix sampling (MMS), a technique whereby both the population of respondents and the universe of items are jointly sampled, may be the answer. Basically, this technique involves the random assignment of some items to a random sample of respondents, with other random samples of respondents receiving different random items. A computer estimates the parameters from the sample data gathered. The study reported herein begins with the pool of data generated by a self-report questionnaire needs analysis and proceeds to estimate those same parameters through the use of MMS. These estimates are then compared to the known values and to corresponding estimates from traditional respondent-sampling techniques. The paper concludes with a summary of the advantages and disadvantages of MMS. (Author/BL)

ED 140 008

CE 011 109

McCannon, Roger S.

Analysis of Adult Learning Experiences in Rural Settings.

Pub Date 21 Apr 77

Note—24p.; Paper presented at the Adult Education Research Conference (18th, Minneapolis, Minnesota, April 21, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, Adult Learning, Attendance Patterns, Comparative Analysis, *Educational Opportunities, Enrollment Rate, Enrollment Trends, Interest Research, Needs Assessment, Participation, Post Secondary Education, Program Evaluation, *Rural Areas, Rural Education, *Rural Urban Differences, Student Characteristics, *Urban Areas, Urban Education

Identifiers—Minnesota

A study was conducted to examine the characteristics of adult education in rural areas, to determine the differences between adult education in rural and urban settings, and to explore possible barriers which prevent rural residents from seeking further education. The investigator analyzed existing literature on participation rates, needs assessment data, interest indexes, program evaluations, and research studies and compared it with studies conducted on adult learning experiences in a rural area—West Central Minnesota. The study focused on formal educational programs, predominantly at the postsecondary level, but also drew upon information and data from informal educational settings and community education (secondary) programs. It was found that rural adults focus their efforts toward non-credit personal development, whereas urban adults participate more readily in credit programs of a vocational nature. Other findings were that adult education in both settings is concentrated most heavily in age categories below 40 and that men participate more frequently in urban areas while women participate more frequently in rural areas. It was also found that significant barriers to continued learning exist more often for rural adults than for urban adults, the most serious of which are access to educational programs (distance), lack of adequate finances, and lack of advising and counseling. Based on the results of the study, the investigator recommends that adult education programs in rural areas be developed with a strong emphasis upon self-improvement and personal development and that program costs be kept minimal. The report includes a bibliography and an outline map of West Central Minnesota. (LMS)

ED 140 009

CE 011 111

Banta, Trudy W. And Others

A Career Development Program for High School Youth in a Church Setting.

Pub Date Apr 77

Note—14p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Education, *Church Programs, *Church Role, Church Workers, Definitions, *High School Students, Program Descriptions, *Vocational Development, Youth Programs

Identifiers—Tennessee, Tennessee (Knoxville)

After discussing the church's increasing role in career development activities for youth, particularly high school students, the authors describe the Second Presbyterian Church's (Knoxville, Tennessee) career development program for grades 9-12, involving its ministers, religious education specialists, and laymen. The four steps in the program are described separately and include (1) identifying values, (2) identifying abilities and skills, (3) creating a career based on an understanding of one's values and abilities, and (4) reality testing. (SH)

ED 140 010

CE 011 135

Paul, Krishan K.

What Happens After Training: A Review of Follow-Up of Vocational Graduates.

Nashville Urban Observatory, Tenn.

Pub Date 30 Sep 76

Note—35p.; Appendix A, "An Initial Follow-up Survey of Former Vocational Students" (source: The Center for Vocational Education, Ohio State University, Columbus, Ohio), and appendix B, containing the "Employer Questionnaire" and "Employee Performance Survey" (source: Department of Industrial Education, University of Minnesota) were copyrighted and therefore removed; They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Comparative Analysis, Cost Effectiveness, Data Collection, Educational Assessment, Evaluation Criteria, *Followup Studies, Graduate Surveys, Manpower Development, *Program Evaluation, Research Methodology, Research Needs, *Research Problems, Research Reviews (Publications), *Vocational Education, *Vocational Followup

A review of followup study research is reported which focused on issues and trends in the evaluation of vocational education programs and their implications for human resource development. The analysis of representative studies selected from a survey of the literature is divided into four sections, one for each of four types of studies: (1) Administrative reports, (2) comparative studies, (3) cost-benefit analysis studies, and (4) studies relating to the development of technology, instrumentation, data systems, methodology, and guides and manuals. A brief summary is presented on the usefulness of each type of study, and general comments are added regarding future trends for followup research and criteria used to evaluate vocational programs. The overall conclusion stated is that followup studies continue to suffer from some severe problems, some of which are procedural and others conceptual. These problems are listed, and recommendations are made regarding (1) the need for increased research activities on relationships between vocational education and economic cycles and (2) the need to encourage and sponsor research efforts on a higher scale at the State, regional, and national levels. A bibliography lists 37 studies. (JT)

ED 140 011

CE 011 140

Haney, George M., Ed. And Others

Crossroads '76. Addresses and Proceedings of the National and International Annual Conference of the American Arts Association (38th, 5th, Des Moines, Iowa, April 19-23, 1976).

American Industrial Arts Association, Washington, D.C.

Pub Date 76

Note—564p.; Best copy available

Available from—American Industrial Arts Association, 1201 16th Street NW, Washington, D.C. 20036 (\$8.00, cloth; \$6.00 paperback; prepayment required)

EDRS Price MF-\$1.00 HC-\$30.13 Plus Postage.

Descriptors—Career Education, Conference Reports, *Curriculum, *Educational Research, Elementary Secondary Education, Energy, Financial Support, Futures (of Society), Graphic Arts, *Industrial Arts, *Industrial Arts Teachers, Interdisciplinary Approach, Metric System, Safety, Special Education, Speeches, *Teacher Education, Teaching Methods

This book is a compilation of 145 conference papers and presentations on industrial arts education covering content in career education, classroom projects, construction, curriculum, elemen-

tary school industrial arts, energy, funding programs, graphic communications, interdisciplinary studies, international perspective, past-present-future, metrics, miscellaneous instruction, the professional teacher, research, safety, special needs programs, teacher education, teaching methods, tools, and women. Representative titles include the following: Industrial Arts and the Career Choice Patterns of Junior High School Students, Contemporary Construction Education and Practice, Developing a Leadership and Group Interaction Skills Curriculum, A Continuum of Objectives: The Way to More Systematic Instruction, Industrial Arts Resource Kits for K-6 Grades, The Urgency of Energy Education, Status of Funding in Idaho, An Overview of New and Future Technology in the Graphic Communications, Strategies for Unified Arts: A Framework for Analysis, A Rationale for International Technological Education, Crossroads—The Aircraft Construction Route to Aerospace Education, Toward the Year 2000—Futuristics, Industrial Arts in the Industrial and Postindustrial Society, Freedom and Professionalism and Our National Heritage, Industrial Arts Research: Basic Considerations, Wood Surface Noise Control, Industrial Arts in Special Education, Minicourses in Industrial Education, A Competency-Based Teacher Education Program: Graphic Arts, Computer-Assisted Instruction: A Student/Machine Interactive System, and Numerical Controlled Equipment. Conference minutes and resolutions are also included. (EM)

ED 140 012 CE 011 175

Education and Training in Aging; Hearings before the Select Committee on Aging, House of Representatives, Ninety-Fourth Congress, Second Session, March 3-4, 1976.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Pub Date Mar 76

Note—85p.; Some parts may be marginally legible due to small print

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Educational Needs, Educational Programs, Federal Aid, *Federal Legislation, *Gerontology, Health Needs, *Health Services, Higher Education, Mental Health, *Older Adults, *Professional Training, Training
Identifiers—National Institute of Mental Health, National Institute on Aging

Hearings before the House Select Committee on Aging were held to examine programs, purposes, and needs related to education and training of personnel in all aspects of care and services to the elderly population. Statements and discussions included a review of National Institute on Aging programs into medical aspects of aging; a review of the National Institute of Mental Health's studies on mental health aspects of aging, with application of research findings to particular elderly populations; and testimony by various university representatives on higher education in aging, assessment of joint State and university aging education programs, and discussion of programs related to gerontology education and training. The appendix contains a list of Federal departments and agencies supporting research on aging with fiscal year 1975 funds. (MF)

ED 140 013 CE 011 176

Training Needs in Gerontology; Hearing before the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, First Session, Part 3—Washington, D.C.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Pub Date 7 Mar 75

Note—39p.; For related documents see ED 084 396-397; Not available in hard copy due to marginal reproducibility of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Needs, *Federal Aid, *Federal Legislation, *Financial Needs, *Gerontology, Human Services, Older Adults, Paraprofessional Personnel, Post Secondary Education, *Professional Training, State Programs
Identifiers—*Older Americans Act

Hearing before the Senate Special Committee on Aging was held to consider the need for funds to provide professional training in the field of

gerontology as authorized under the Older Americans Act. Provision for special skills training was made under title IV of the Act but no funds were included for it in the 1975 and 1976 budgets. A statement by Arthur S. Flemming, Commissioner, Administration on Aging, discussed plans for allocating fiscal year 1975 gerontology training funds. Other statements by various training specialists included requests for continuation of funding for regional short-term gerontology training centers and for long-term higher education training programs. The appendix contains submitted statements and a survey of State use of title IV-A of the Older Americans Act. (MF)

ED 140 014 08 CE 011 178

Budke, Wesley E.

Military Curriculum Materials Utilization in Vocational Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—300-750-276

Note—62p.; For related documents, see CE 011 586-590

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Information Dissemination, Information Needs, *Information Networks, Information Services, *Information Systems, *Instructional Materials, Media Selection, *Military Training, National Surveys, Needs Assessment, Post Secondary Education, School Surveys, Secondary Education, *Systems Development, *Vocational Education

Identifiers—Air Force, Army, Coast Guard, Marine Corps, Navy, United States

This final report describes a project conducted to design a comprehensive information system (termed SYSTEM) for identifying, selecting, and disseminating relevant military curriculum materials to civilian vocational and technical education programs. Chapter I discusses the need for a centralized SYSTEM and gives project objectives. Chapter II contains overviews of the project's five major components: Review of existing information systems and linkages, development of strategies and procedures for selecting military materials, selection and acquisition of relevant materials, survey of civilian secondary and postsecondary schools which have experience using military curriculum materials, and the actual design of the SYSTEM which would include acquisition and selection, materials preparation and referencing, duplication and distribution, and user services. (The five project components are presented in more detail in five separately abstracted appendices which are available separately.) Chapter III discusses general project management activities and concerns, and Chapter IV contains recommendations for implementation of the SYSTEM. A brochure about the project and a bibliography are included. (LMS)

ED 140 015 CE 011 179

Sproule, Betsy M., Ed.

National Directory of Educational Programs in Gerontology. First Edition.

Association for Gerontology in Higher Education, Washington, D.C.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date 76

Grant—90-A-772-01

Note—1,569p.; Not available in hard copy because of small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-062-00105-7, \$9.35); National Clearinghouse on Aging, Administration on Aging, U.S. Department of Health, Education and Welfare, Washington, D.C. 20201

EDRS Price MF-\$2.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Consortia, *Directories, *Educational Programs, *Gerontology, Higher Education, Post Secondary Education, Program Development, *Research Projects

This directory, designed to inform educators, professionals, and students of the nature and location of gerontology-related courses, degree programs, research programs, educational services, and training programs, contains information on

the gerontological activities of 1,275 colleges and universities in the United States. (Data were collected between January and July of 1976, using a survey instrument.) It is arranged alphabetically by State, with college and university entries also listed alphabetically under each State. The District of Columbia, the Canal Zone, Guam, Puerto Rico, and the Virgin Islands are also included. Each entry includes the name of the institution, institutional level, geographical location, contact person, and information on the specific type of institutional activity concerned with gerontology. The information on institutional activity is listed according to the following 12 categories, which are described in the directory key: I—Educational opportunities, etc., offered to older adults, II—gerontology courses normally offered in a 2-year period to undergraduate or graduate students, III—other courses which include content on aging, IV—degree programs with important gerontological or geriatric components, V—developments underway on aging, VI—financial aid, VII—short-term training, VIII—research and development projects in progress or planned, IX—consortia, X—programs or services available to part-time students, and XI—other comments. Subject and college indexes and the survey instrument are appended. (SH)

ED 140 016 CE 011 201

Martin, Kathleen McCluskey Passmore, David Lynn

Applicability of the SIGI Occupational Data Base to NTID's Curriculum Research and Career Counseling Needs.

National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Sep 76

Note—24p.; Report prepared by the Dept. of Career Opportunities, Nat'l. Technical Inst. for the Deaf

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Planning, Computer Oriented Programs, *Curriculum Development, *Deaf, Deaf Education, *Information Needs, Information Systems, *Occupational Guidance, Occupational Information, Post Secondary Education, *Program Effectiveness, *Vocational Counseling, Vocational Education
Identifiers—Educational Testing Service, National Technical Institute for the Deaf, *System of Interactive Guidance and Information

The National Technical Institute for the Deaf (NTID) established a committee to study the applicability of SIGI's (System of Interactive Guidance and Information) occupational data base to NTID's curriculum research and career counseling needs. (SIGI is an Educational Testing Service—ETS—system which applies computer technology to assist hearing clients in the career decisionmaking process.) To evaluate SIGI's potential usefulness to NTID, answers to the following questions were sought: What sources and methods are used within SIGI to obtain occupational information? How often, and in what way, is this data base updated? Does SIGI portray more information than is currently available through standard sources? Is SIGI an effective means of collating current labor market information? To answer these questions, ETS literature on SIGI was reviewed, ETS personnel concerned with the SIGI occupational data base were questioned, and local directors of a nationally dispersed set of SIGI field demonstration sites were contacted by telephone. Because of the low percentage of occupations in SIGI that related to NTID training programs, and since the SIGI data base did not seem to add to the prepared career counselor's arsenal of occupational information, it was recommended that plans for application of the data base to the NTID program should not be pursued. (SH)

ED 140 017 CE 011 250

McLeod, Neill Trent, Curtis

The Educational Development Officer—A New Staff Development Concept in the Community College and Technical Institute.

Piedmont Technical Inst., Roxboro, N.C.

Pub Date [75]

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Faculty, Community Colleges, *Coordinators, *Curriculum Development, Educational Research, Instructional Im-

provement, *Job Analysis, Junior Colleges, *Learning Specialists, Occupational Information, Professional Personnel, School Personnel, *Staff Role, *Teacher Administrator Relationship, Technical Institutes

Identifiers—*North Carolina

The major focus of the study was the development of a clear concise description of job tasks of the "educational development officer," a role model of which had been developed and piloted in North Carolina by a governmental research unit, the Junior and Community College Division of the National Laboratory of Higher Education, located in North Carolina. Data were collected by means of a two-part questionnaire (consisting of a Personal Data Sheet and a Job Task Perception Inventory) from 71 respondents (88.8% of the sample) in 11 institutions in the North Carolina system of community colleges and technical institutes identified as experimenting with the job of the educational development officer. Since it was fairly well agreed, from the study results, that the job of the educational development officer was and should continue to be primarily that of a learning specialist who works with faculty for the improvement of the instructional and curriculum development process, one of the conclusions was that there was a need for the performance of this role to be apparent to those employed in the institutions in which it is operative. This full report of the study includes a discussion of its limitations, personal and situational characteristics of respondents, and the complete proposed job description of an educational development officer. (SH)

ED 140 018 08 CE 011 256
1976 Annual Index to AIM/ARM (Abstracts of Instructional and Research Materials in Vocational and Technical Education). Volume 9, Numbers 1 through 6.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76
Note—481p.

EDRS Price MF-\$1.00 HC-\$26.11 Plus Postage.

Descriptors—Bibliographies, Educational Research, *Indexes (Locators), Instructional Materials, *Technical Education, *Vocational Education

This volume cumulates the indexes that appeared in the six 1976 bimonthly issues of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM). The cumulation is intended to be a companion volume to the individual issues of AIM/ARM, which contain the complete resumes of documents. Both subject and author indexes are provided. Each entry in the subject and author indexes shows the title of the document, the VT number, and page of AIM/ARM on which the abstract appears. Instructions for ordering copies of individual documents are included. (LAS)

ED 140 019 08 CE 011 257
Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 6, VT 103 401-103 600.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76
Note—231p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Educational Research, Instructional Materials, *Program Descriptions, Research Projects, *Vocational Education

This volume has four major sections: (1) Abstracts of instructional and research materials, which present information about authors, titles, availability, and content of documents; (2) subject index, (3) author index, which helps locate relevant documents by author/institution names, and (4) projects in progress, which announces in-progress research and curriculum development projects funded by the Vocational Education Amendments of 1968, parts C, D, and I. This section also includes a title-by-State index and directories (two) of curriculum centers and of State research coordinating units. (LAS)

ED 140 020 CE 011 261
Fullerton, Howard N., Jr. Flaim, Paul O.

New Labor Force Projections to 1990. Special Labor Force Report 1977.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 77

Note—18p.; Reprint from "Monthly Labor Review" (December 1976); Tables may be marginally legible due to small print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age, Census Figures, *Employment Projections, *Labor Force, Labor Supply, *National Demography, Population Trends, Sex (Characteristics), *Trend Analysis, Working Women

Identifiers—United States

Prepared as part of the Bureau of Labor Statistics' periodic reassessment of its projections of the future growth trends of the various sectors of the American economy, new labor force projections to 1990 are presented based on trends in labor force participation as observed through 1975 and on the most recent population projections of the U.S. Census Bureau. Major points of emphasis are the following: (1) The U.S. work force, which has been growing at unprecedented rates since World War II, is expected to grow more slowly during the next 15 years. (2) Projections developed by the Bureau of Labor Statistics (BLS) show that the labor force should grow at an annual rate of 1.9% in the latter half of the 1970's and only 1.1% a year during the 1980's, compared with a rate of increase of 2.3% during the first half of the 1970's. (3) Behind this slowdown is a sharp drop in the birth rate of the 1960's, which means there will be fewer youths reaching working age in the 1980's. The authors discuss specific 1975-1990 labor force participation projections of women, men, youth (16-24), prime age individuals (25-54), and older age persons (55 and over); compare present with earlier BLS projections published in 1973; explain methods of deriving projections and underlying assumptions; and suggest alternative projections based on two different fertility assumptions. A supplementary table is appended which shows noninstitutional population, total labor force, and labor force participation rates by age and sex, actual for 1970 and 1975 and projected for 1980, 1985, and 1990. (EM)

ED 140 021 CE 011 262
Hatterick, G. Richard Barthurst, James R.

Accident Avoidance Skill Training and Performance Testing. Final Report.

URS Systems Corp., Falls Church, Va. Matrix Research Div.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C. Office of Driver and Pedestrian Research.

Report No.—DOT-HS-801-852

Pub Date Mar 76

Contract—DOT-HS-4-00960

Note—499p.; Appendix C contains several photographs which may not reproduce well
Available from—National Technical Information Service, Springfield, Virginia 22161

EDRS Price MF-\$1.00 HC-\$26.11 Plus Postage.

Descriptors—*Accident Prevention, Curriculum Development, *Driver Education, Instructional Materials, Learning Modules, *Material Development, *Performance Specifications, Program Development, Psychomotor Skills, Research, *Simulation, *Skill Analysis, Skill Development, Traffic Safety

A two-phased study was conducted to determine the feasibility of training drivers to acquire skills needed to avoid critical conflict motor vehicle accidents, and to develop the procedures and materials necessary for such training. Basic data were derived from indepth accident investigations and task analyses of driver behavior. Principal products/activities of the study (developed in phase II) were (1) a comprehensive curriculum and performance measurement specification (which includes seven modules) adaptable to local needs and resources; (2) definition, development, and preliminary testing of a bimodal simulator which can be used for training drivers in key collision avoidance skills; (3) definition of an Advance Driving Range concept, and (4) identification of research problems. This report is divided into four sections. Introductory and background material is included in section I. Section 2 is a discussion of the components of

phase I—accident and task and behavioral analyses, and collision avoidance experiments. A discussion of phase 2 components (section 3) covers training/testing requirements definition, simulator definition and development, and the driving range concept. Also included are conclusions/recommendations and future research and development requirements. Appendixes include a bibliography of accident avoidance skill training literature; (2) curriculum and performance measurement specifications for accident avoidance skill training (seven modules), and (3) bimodal simulator descriptive materials. (LAS)

ED 140 022 CE 011 264
Levine, Herbert A.

Paid Educational Leave. NIE Papers in Education and Work: Number Six.

Rutgers, The State Univ., New Brunswick, N.J. Labor Education Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date Mar 77

Contract—NIE-P-76-0159

Note—55p.

Available from—U.S. Department of Health, Education and Welfare, National Institute of Education, Education and Work Group, Washington, D.C. 20208

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adult Education, Adult Programs, Comparative Education, *Continuous Learning, *Educational Opportunities, Educational Policy, Educational Practice, Educational Programs, Employer Employee Relationship, Financial Support, Government Role, Inservice Education, Inservice Programs, International Studies, Labor Education, Labor Unions, *Leave of Absence, National Programs, National Surveys, Off the Job Training, On the Job Training, *Released Time, School Industry Relationship

Identifiers—Europe, International Labor Organization, Organisation for Economic Cooperation Development, United States

This report is a digest of a larger work, "Developments in Paid Leave of Absence," a report including case studies and analysis of the collective experience of nine European countries and the United States with paid educational leave. Section I defines paid educational leave as "leave given to an employee for educational purposes for a specified period during working hours, with adequate financial entitlements." Section II discusses developments within the International Labor Organization and that body's recent acceptance of a convention on paid educational leave. The history of the support of the concept by the Center for Educational Research and Innovation of the Organization for Economic Cooperation and Development is also recounted. Section III summarizes a study of the paid educational leave programs in 10 countries (Belgium, Denmark, France, Germany, Italy, the Netherlands, Sweden, the United States, the United Kingdom, and Yugoslavia). Section IV reviews the interest shown, the perspective, the potential benefits, and the roles played by labor, management, government, and education with regard to paid educational leave as it developed in various countries. The final section highlights the potential significance of paid educational leave, recurrent education, and continuing education and offers some suggestions for adjustments in American educational policy and practice. A biographical note on the author is included. (LMS)

ED 140 023 CE 011 273

Sperling, Trudi

The Role of the "Y" as a Leisure Education Organization.

Pub Date 15 Apr 77

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Activities, Administrative Policy, Adults, Children, Community Agencies (Public), *Community Organizations, *Educational Programs, Leisure Time, Program Descriptions, *Recreational Activities, Youth

Identifiers—*New Jersey, New Jersey (West Orange), Young Mens Christian Association, *Young Mens Hebrew Association, Young Womens Christian Association, *Young Womens Hebrew Association

With the increasing amount of leisure time people are facing due to shorter work weeks and

longer life spans, there is a growing need for public agencies to offer fulfilling leisure time activities to its community members, as well as teach them how to use this time appropriately. The YMCAs, (Young Men's Christian Association), and YM-YWHAs (Young Men's-Young Women's Hebrew Association), which exist in many communities, are agencies which could answer to these needs. This paper describes the YM-YWHA of metropolitan New Jersey (West Orange), an existing Y which, according to the author, satisfies the needs of its community. This description covers staffing, policy, and programs (recreational and educational) and activities for different age groups (children, teenagers, adults, including older adults). Also discussed are some of the problems and future goals of the Ys today. It is suggested that perhaps some of the programs and philosophies described could be adapted by other Ys in an attempt to make their association an agency which offers the best in leisure time activities. (Author/WL)

ED 140 024 CE 011 281

Pautler, Albert J., Jr.
Local Occupational Program Evaluation.
Pub Date [75]
Note—106p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Case Studies, Educational Assessment, Educational Objectives, Educational Philosophy, *Evaluation Methods, Followup Studies, *Graduate Surveys, *Program Evaluation, Questionnaires, School Districts, Secondary Education, Technical Education, *Vocational Education

Identifiers—*Local Occupational Program Evaluation, New York

To evaluate a secondary level occupational education program in New York State, the author used a system termed LOPE (Local Occupational Program Evaluation), which began with the development of a statement of philosophy and measurable objectives based on teacher and administrator input. A questionnaire based on the objectives was administered to graduating students and to the same students six months after graduation to evaluate the performance of the school and its staff in meeting the established objectives. One of the objectives was: Upon completion of an occupational program, 65% of the students will rate the experience satisfying. Students responded to the statement: My experiences in the specialization which I pursued while in the occupational education program were: (Responses ranged from "very satisfying" to "not at all satisfying.") Data obtained during the two-phase administration of the instrument indicated that five of the seven stated objectives were met. It was concluded that the LOPE system, which measures the "products" (graduates) of a program, can be useful for accountability because it uses measurable objectives. Resource materials, including a position paper by the author, data collection forms, and transparency masters on LOPE, are appended to the report. (LMS)

ED 140 025 CE 011 294

Evaluating the Provision of Employer Services: A Methodology. Final Report.
Camis Associates, Inc., Philadelphia, Pa.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date Sep 76
Contract—DL-20-42-75-43
Note—128p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—Cost Effectiveness, *Employers, *Employment Services, Evaluation Criteria, *Evaluation Methods, Federal Programs, *National Surveys, *Program Evaluation, Research, Research Design

Identifiers—United States Employment Service
A research project was done to develop a methodology for a national evaluation of the employer services program conducted by the Employment and Training Administration (ETA) at State and local levels. Two program evaluation methodologies, each requiring different approaches and resource expenditure, were developed that could provide the needed information about the effectiveness of the provision of employer services, the customer relations component of the U.S. Employment Service (ES), which promotes the use of the ES among community employers by encouraging or directly soliciting job listings. Section I of the report is an in-

troduction covering basic assumptions, reasons for developing two methodologies rather than one (The request for proposal called for a net impact evaluation while the contractors thought a survey technique was best), and the organization of the report. Section 2 provides a review of the project, tracing the steps in the development of the proposed methodologies (includes sources of information, types of information, and data collection techniques). Section 3 is a description of the purposes, structure, and processes of the employer services program and presents a categorization scheme for local office programs. Section 4 explains why experimental variation is necessary for independent net effect program evaluation and outlines the requirements of such experimentation. Section 5 presents the two alternative evaluation methodologies with net impact experiment being described in greater detail than the survey technique but both in depth considered to be sufficient to permit their use. A summary of 43 sources reviewed is appended. (EM)

ED 140 026 CE 011 295

Franchak, Stephen J., Ed.
Research & Information on Employment & Training. Proceedings of a Symposium (Hershey Convention Center, Hershey, Pennsylvania, October 14-15, 1976).

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Oct 76
Note—164p.; For a related document see ED 121 987

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—College Graduates, *Economic Research, Educational Benefits, *Educational Demand, *Educational Research, *Educational Supply, Employment Services, Employment Statistics, *Labor Economics, Labor Market, Manpower Needs, Occupational Surveys, Vocational Education

A compilation of 21 presentations given at a symposium held to improve communications between individuals and agencies (education, government and private industry) which produce or use occupational research and information for program planning and decisionmaking contains the following titles: Some Thoughts on Economic Illiteracy; We Can Survive: An Optimistic and Realistic View of the Future; And Now—A Word from the Private Sector; Comprehensive Employment Training Act, Expectations and Realities; Pennsylvania Occupational Statistics Program; Underemployment: Conceptual Issues; Work—Not School—Comes First; Cost-Effectiveness of Work Experience in Secondary Schools; A Perspective on "Assessing Vocational Education Research and Development"; Future Labor Supply for Lower Level Occupations; The Role of Supply and Demand Forces in the Changing Market for College Graduates; Projections of Science and Engineering Ph.D. Supply and Use: A Comparison on NSF and BLS Publications; How Useful in Employment Is College Education?; Strategies and Procedures for Using Occupational Information at a Career Development and Placement Center; Pennsylvania Postsecondary Degree Programs: Need, Availability, Supply, Oversupply; Industry Looks at Manpower Needs; A Bottom-line Viewpoint: Industry Looks at Education; Labor's Challenge to Education and Industry; Job Information Service and Automatic Matching; New Concept for Public Employment Service; Analyzing Jobs as a Solution to Occupational Problems; and The Impact of Equal Opportunity. A list of participants is appended. (EM)

ED 140 027 08 CE 011 297

Atteberry, Jim W. And Others
Improving Vocational Education Planning: More Myth Than Reality? Final Report.
Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—498AH50147

Pub Date Mar 77
Grant—G007500317
Note—319p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.
Descriptors—Administrative Problems, Building Systems, Data Analysis, Data Collection, Decision Making, Educational Improvement, Educational Planning, Educational Problems, Management Information Systems, Master

Plans, *Models, Needs Assessment, Program Improvement, Programming Problems, *Program Planning, Research Tools, *Statewide Planning, Systems Approach, *Systems Building, *Vocational Education

Identifiers—*Missouri

This final report of a project conducted to design, develop, and test a comprehensive management plan for vocational education in Missouri is divided into three sections. Section I describes the rationale and components of a model based on the general systems approach to planning. An analysis of the planning process introduces several planning tools that were developed. Section II presents detailed examples of the application of one component of the planning model, The Decision Making Support System, the essence of which lies in the application of quantitative tools to the analysis of vocational education planning problems. The applications explained include linear programming, goal programming, multivariate statistics, and heuristic methods. Resource allocation planning problems are dealt with as well as the problems of needs assessment and of projecting employment for planning purposes. Section III addresses a variety of issues that relate to improving vocational education planning. The question, "Is improving vocational education planning more myth than reality?", is dealt with. Barriers to improving planning are discussed as well as the effect of the lack of administrative responsibility as it relates to vocational education planning. The report concludes by considering the possible future of vocational education planning. Appended are a discussion of data gathering and analysis and a copy of the operational master plan for vocational education in Missouri through the year 1990 that evolved in part as a result of this study. (Author/LMS)

ED 140 028 95 CE 011 306

Jesser, David L.
Planning and Change: Essential Considerations and Fundamental Relationships.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 77

Grant—G007604390
Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Education, *Change Strategies, *Educational Change, *Educational Planning

Broad scale implementation of the career education concept will be increased if the processes of planning and change are fully understood and utilized by practitioners. Change occurs with or without planning. The major purpose of planning is to bring about some desired and agreed upon change designed to correct or improve upon an existing situation. Appropriate planning provides for collection and analysis of data makes possible an orderly and systematic procedure for achieving change, identifies goals and objectives, and identifies feasible alternative courses of action. For effective and meaningful planning and change, the relationships between the two processes must be carefully considered. Planned change requires at least three fundamental components: Analysis of "what is" and identification of discrepancies between "what is" and "what should be," planning or designing of procedures to reduce the discrepancies, and provisions for implementing and evaluating the plans. Organizations should direct special attention to awareness of need, collection and analysis of data, determination of defensible alternative procedures, development and testing of plans, and dissemination of worthwhile practices. In addition to understanding the interrelationships of change and planning, educational organizations must consider the relationship of many environmental factors to change, including attitudes, technology, legal constraints, role of leadership, evaluation, and sources of change. (LMS)

ED 140 029 CE 011 308

Humburg, Renae B. And Others
EXPLORE. Leader's Guide. Career Education Activities for Middle School Teachers.

Central Kansas Area Vocational Technical School, Newton.

Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Career Education.
Pub Date 76

Note—395p.

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Career Education, *Career Exploration, Curriculum Development, Educational Objectives, Fused Curriculum, Instructional Materials, Intermediate Grades, *Learning Activities, Middle Schools, Occupational Clusters, Resource Guides, Resource Materials, Teacher Developed Materials, Teaching Guides

This guide was developed as part of the exploration phase of the Central Kansas Career Implementation Model for Middle School students, a program called EXPLORE. Designed as a resource book which can be used to supplement or enrich the regular curriculum, this guide contains 182 career exploration activities developed using the Kansas Guide for Career Education as a resource in identifying objectives. The career exploration activities are organized in the following three sections: (1) Exploring Self contains exploring values (7 activities), exploring strengths (6 activities), exploring choices (10 activities), and exploring the influence of significant others on self (4 activities). (2) Exploring Career Clusters incorporates project discovery packages, career minipackages, and career units into 11 career clusters. The following activities are included in a variety of combinations in each of the career clusters: 20 Project Discovery package exploration contracts with accompanying word search games and vocabulary matching exercises; 27 minipackages; and 18 teacher's guides (career units related to specific clusters) developed as subject matter infusion activities. (3) Games and Other Fun Career Activities contain 50 career-related activities designed to enrich regular curriculum. Materials are addressed to the teacher concerning implementation and utilization are also included in this guide. (TA)

ED 140 030

CE 011 311

Nelson, Frank W.

Distributive Education II. Course of Study.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date 76

Note—826p.

Available from—Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 West 6th Avenue, Stillwater, Oklahoma 74074 (\$15.00)

EDRS Price MF-\$1.50 Plus Postage. HC Not Available from EDRS.

Descriptors—*Distributive Education, Economics, Exhibits, *High School Curriculum, Human Relations, Job Skills, Learning Activities, Merchandising, Publicize, Salesmanship, Senior High Schools, Skill Development, State Curriculum Guides, Units of Study

Identifiers—Oklahoma

This curriculum guide for teacher-coordinators is designed to provide a course of study in distributive education (Distributive Education II) in Oklahoma. Content is in nine sections with each section consisting of one or more instructional units: (1) Orientation (Introduction to Distributive Occupations, DECA), (2) Survival Skills (Job Application and Interview, Handling Money, Cash Register, Shoplifting Prevention, and Communications), (3) Human Relations, (4) Selling (Pre-Approach, Approach, and Determining Needs; Presentation; Overcoming Objections. Close, Suggestion Selling, and Reassurance), (5) Display, (6) Advertising (Advertising Media; Advertising Layout), (7) Merchandising, (8) Store Organization, and (9) Economics (Economics of Free Enterprise; Government and the American Market). Each instructional unit contains lesson plans for several days and includes some or all of the following color-coded components: Performance objectives (unit objective describing the general outcome by completion of the unit and specific objectives delineating steps to reach the unit objective), suggested activities for teachers and students, information sheets (cognitive content), visual aids (transparency masters), assignment sheets and answers (individual and/or group learning activities providing direction to study), job sheets (procedures for skill development), tests, and test answers. Student materials are available and contain everything but test answers, answers to assignment sheets, and suggested activities. (EM)

ED 140 031

08

CE 011 314

A Comparison of Four Experience-Based Career Education Programs: What They Offer. How They Differ.

National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date 76

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adoption (Ideas), *Career Education, Career Exploration, Community Involvement, Curriculum Development, *Educational Alternatives, Educational Programs, Educational Strategies, Fused Curriculum, Models, Occupational Guidance, *Program Administration, Program Content, *Program Descriptions, Program Planning, *School Community Cooperation, Secondary Education, Student Centered Curriculum, *Student Experience, Work Experience Programs

Identifiers—Appalachia Educational Laboratory, *Experience Based Career Education, Far West Laboratory for Educational R and D, Northwest Regional Educational Laboratory, Research for Better Schools Incorporated

This publication is intended to provide educators and interested community agencies with basic information to help determine which of the four Experience-Based Career Education (EBCE) programs would be most appropriate for their school and community. Four regional educational laboratories selected by the National Institute of Education to develop the EBCE concept into an operational alternative for high school students are compared. The four models are the Appalachia Educational Laboratory (West Virginia), Far West Laboratory (California), Northwest Regional Educational Laboratory (Oregon), and Research for Better Schools (Pennsylvania). (Although the four laboratories applied different strategies in the development of their own versions of EBCE, each of the four programs achieves three common goals: (1) Each program is student-centered and provides personalized learning experiences to all students, (2) the focus of student learning activities is in the community at cooperating experience sites, and (3) each program has developed procedures and materials for integrating academic learning with career experiences.) The models are described in terms of 23 program elements that have been identified to provide a context for comparison. These program elements have been grouped into the major categories of curriculum, employer/community utilization, guidance, and management. Sources for additional information on the four programs are appended. (TA)

ED 140 032

08

CE 011 316

Bhaerman, Robert D.

Career Education and Basic Academic Achievement. A Descriptive Analysis of the Research.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date May 77

Note—229p.; Charts may be marginally legible due to small print of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01720-2)

No price quoted

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Academic Achievement, *Basic Skills, *Career Education, *Educational Assessment, Elementary Secondary Education, Language Skills, Mathematics, *Program Effectiveness, Program Evaluation, Reading Skills, Research Methodology, Research Reviews (Publications)

A descriptive analysis of 38 studies from the early to mid-1970's evaluating the effectiveness of career education (CE) programs focused on student (K-12 grade levels) achievement of competence in the basic academic skills (primarily mathematics, reading, and language arts). The studies reviewed were conducted nationwide using a variety of research designs, instruments, sample sizes, and statistical analysis approaches. The findings were (1) generally supportive of CE in 19 studies where reading and/or mathematics were impacted at various levels of significance and in one study reporting that the treatment students maintained growth in the basic skills; (2) moderately supportive of CE in 16 studies showing reading and/or mathematics grade equivalent score improvement and achievement gains; and

(3) unsupportive of CE in 3 studies revealing either negligible or minimal impact. Although few generalizations could be made, it was noted that (1) a few more citations of positive results were itemized for reading than for mathematics or total language; (2) most of the successful studies collected data over one academic year; (3) the more intensive CE treatments led to more positive results; and (4) with few exceptions, CE had few adverse effects. Data charts are appended summarizing information from the 38 studies in several areas: Subject, location, research design, instruments, sample size, grade level, statistical analysis, delimitations, CE treatment, type of study, findings, conclusions, researcher, and institutional source of the report. (EM)

ED 140 033

CE 011 321

Newton, Betty J. Even, Brenda B.

Career Education: The Consultant Approach.

Arizona Univ., Tucson. Coll. of Education; Missouri Univ., Columbia.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Grant—OEG-0-71-4463

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Consultants, *Counselor Role, Counselors, Educational Strategies, Elementary Secondary Education, *Guidance Functions, *Guidance Programs, *Models, *Occupational Guidance, Professional Services, Program Descriptions, Program Planning

The school counselor is viewed as the most effective career education change agent in the guidance model presented in this booklet. The model, termed "developmental career guidance," is primarily presented in full-page illustrations showing the counselor's (with a combined consultant function) role in the following cooperative relationships: The counselor and administrator, teacher, student, parents, and community. The planning and implementation process of the consultant strategy is also illustrated. A step-by-step guide for establishing the consultant strategy is outlined. The authors suggest that if there is no counselor in a school, the model can be made applicable to another resource person serving as a career education change agent. Available resources and materials available from the University of Arizona Career Education Project are listed. (TA)

ED 140 034

CE 011 323

McGee, Leo, Ed. And Others

A Manual for Teachers of Reading to Adults.

Tennessee State Dept. of Education, Nashville; Tennessee State Univ., Nashville.

Pub Date 75

Note—110p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Adult Education, Educational Objectives, Individualized Instruction, Learning Modules, *Reading Instruction, Reading Skills, Student Recruitment, Teaching Guides, *Teaching Techniques, Vocabulary Development

Identifiers—Adult Performance Level

A compilation of papers submitted by the faculty of a teacher training institute, this manual is for reading teachers of adult students. The titles and their subtopics are as follows: (1) Introduction: Student Viewpoint; (2) Recruitment and Retention of the Adult Learner (recruitment information and techniques, how to be a successful recruiter, other recruitment techniques and ideas, retention, news release); (3) Making and Meeting Objectives (outline, content, preparing your package, individualized check sheet, annotated bibliography on individualized instruction); (4) Individually Prescribed Instruction, IPI (test-diagnose-prescribe-treat, developing IPI products, characteristics of good programmed instructional products); (5) Teaching Reading to the Adult Learner (assessing entering behavior, an informal reading inventory); (6) Vocabulary Development for Adults (multiple meanings, levels I and II; multiple meaning, level III; analogies, level II; word structure, level III; comminuties, level II); (7) Teaching Meaning Skills to Adolescents and Adults; (8) Evaluating ABE (adult basic education) Instruction and Materials (reading instruction is in three domains, effective instruction requires three steps, evaluation

criteria, evaluation form); and (9) Adult Performance Level (APL) Modules: An Example of Competency-Based Curricula for Adult Education (early responses to mandate for action, the APL concept—a model for curriculum development, module effectiveness and implementation, implications for curriculum implementation, references, highest ranking tasks, criteria for selection of tasks). (EM)

ED 140 035 CE 011 326
Douma, Elaine L.

Food Preparation and Service. An Introductory Course for Food Services Careers.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton, Div. of Vocational Education.
Report No.—CE-378.
Pub Date Jun 77

Note—243p.; Charts may be hard to read because of print quality

Available from—New Jersey Vocation-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey (\$3.50 plus postage)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Behavioral Objectives, Career Education, Cooking Instruction, Food Service Industry, *Food Service Occupations, Foods Instruction, High School Curriculum, Job Skills, Laboratory Procedures, Occupational Home Economics, Senior High Schools, *Skill Development, State Curriculum Guides, Vocational Education

Identifiers—New Jersey

Intended for use in a comprehensive senior high school, this curriculum guide for an introductory laboratory course focuses on the development of abilities, attitudes, and personal qualities which would lead to job success at the entry level in the food service industry, including in the areas of cooking, waitressing, supermarkets, and similar occupations. It is designed for minimum time of 360 class periods. Each of the 27 instructional units includes objectives and lesson activities. Units are titled (1) Introduction to Food Services, (2) Introduction to Food Preparation, (3) Following Recipes—Meat Extenders, (4) Terminology—Culinary Terms, (5) Measuring—English System, (6) Introduction to Metric Measuring, (7) Calculating Costs of Products—English System, (8) Quick Breads, (9) Cereal Cookery, (10) Eggs, Egg Cookery, (11) Principles of Milk Cookery—White Sauce, (12) Uniformity of Product—Cookies, (13) Employment Opportunities, (14) Efficiency, (15) Fact or Opinion, (16) Basic Nutrition, (17) Menu Planning, (18) Carbohydrates, (19) Fats and Oils, Pastry and Deep Fat Frying, (20) Proteins—Meat Cookery, (21) Minerals—Fish Cookery, (22) Vitamins, (23) Vegetables, (24) Nutrition Summary—Salads, (25) Introduction to Food Service, (26) Introduction to Food Sales—Sandwiches, and (27) Terminology—Gourmet Foods. (HD)

ED 140 036 CE 011 327

Nursing Education in High Blood Pressure Control. Report of the Task Force on the Role of Nursing in High Blood Pressure Control.

National Institutes of Health (DHEW), Bethesda, Md. High Blood Pressure Information Center.
Spons Agency—Public Health Service (DHEW), Washington, D.C.

Report No.—DHEW-NIH-76-1052
Pub Date [76]
Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Attitudes, *Behavioral Objectives, Clinical Diagnosis, Guidelines, Health Education, *Hypertension, *Job Skills, Medical Services, *Nursing, *Professional Education, Student Evaluation, Task Performance, Teaching Guides, Teaching Methods

This curriculum guide on high blood pressure (hypertension) for nursing educators has five sections: (1) Introduction and Objectives provides information regarding the establishment and objectives of the National Task Force on the Role of Nursing in High Blood Pressure Control and briefly discusses nursing's role in hypertension control; (2) Goals for Undetected Hypertensive Populations presents guidelines for use in nursing generic, graduate, practitioner, and continuing education programs on the detection of high blood pressure and includes one primary goal, four secondary goals, and nine behavioral objectives,

each having one to fifteen subobjectives regarding performance skills, cognitive skills, and attitudes; (3) Patient Outcomes for Detected Hypertensive Populations covers guidelines for use in the aforementioned nursing educational programs on the care of patients with detected hypertension and includes 7 patient outcome goals related to either minimizing disruption of health status or promotion of health and 70 behavioral objectives, some having one to nine subobjectives delineating nurse performance skills, cognitive skills, and attitudes; (4) Achieving Objectives briefly discusses approaches for using the guide in planning content, teaching methods, and learning experiences, evaluating nurse competence, and identifying learning needs; and (5) Nursing Perspectives on the Current State of Knowledge summarizes some current views on hypertension management salient for nursing practice. A list of 56 references is appended. (EM)

ED 140 037 CE 011 328
Stern, David

Wages and Other Rewards, What People Want or Get from Their Jobs, and How Education Makes a Difference (or Does It). Three Papers.

National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Pub Date 77

Contract—NE-G-00-3-0213

Note—101p.; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Achievement, Age, Collective Bargaining, Educational Background, Employee Attitudes, Employer Employee Relationship, *Job Enrichment, *Job Satisfaction, *Labor Demands, Labor Unions, Occupational Surveys, *Wages, Work Attitudes, Work Experience

Paper I: Using information from the national 1973 Quality of Employment Survey, the following assertions are examined relative to white employees: (1) Employees with more years of schooling and experience can obtain more agreeable and better-paying jobs and (2) among workers with equal schooling and experience, those with more agreeable jobs must accept less pay. It was concluded that school and work experience both pay off in more dignified and meaningful work and that finding evidence of wage differentials which compensate for nonpecuniary benefits is very difficult. Paper II: A survey of unionized municipal workers was done to determine whether the new generation of educated workers would make new kinds of job demands. A questionnaire was mailed to 164 accountants, 214 college office assistants, and 427 social service supervisors and administered to 90 nurse's aides through interviews. It was found that the desire for changes in the job seems related to patterns of satisfaction and dissatisfaction with particular job aspects rather than to age or education. Paper III: Utilizing information from the same survey as Paper II, an analysis of responses suggests that union leaders do not initiate demands for job enrichment because they correctly perceive their members' relative unwillingness to forego pay increases in order to get more opportunity for job involvement. (EM)

ED 140 038 CE 011 329
Gustafson, Richard A.

Comprehensive Career Guidance Programs for Secondary Schools.

Pub Date 8 Apr 77

Note—16p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 8, 1977). For a related document see ED 118 888

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Counselor Attitudes, Educational Research, Guidance Programs, Guides, *Material Development, *Models, Needs Assessment, *Occupational Guidance, Program Descriptions, *Program Development, *Program Effectiveness, Program Evaluation, Program Planning, Secondary Education, Teacher Workshops

Identifiers—New Hampshire

A handbook titled "The Educator's Handbook for Secondary Career Guidance Programs", and designed to aid the educator-counselor in formulating and implementing a workable secondary school career guidance program, was field tested in four secondary school settings in order to assess the effectiveness of the model. The hand-

book contained seven program components based upon a review of the literature, exemplary career guidance programs, and consultant assistance. These components are needs assessment, program organization and management, program activities for teachers and counselors, career information resource centers, community resources, counseling, placement, followup, and evaluation. A series of workshops were conducted at each of the four selected sites in New Hampshire to educate the staff in the program approach to career guidance and to familiarize them with the seven components of the model. Of the four secondary schools, three indicated that the needs assessment component was most needed and useful to them. There was general consensus that the primary benefit of the handbook was to force school guidance staff and the associated educational community to think of their guidance efforts as a program rather than a series of unrelated or random activities. As a result of the field test, the rewritten handbook was made available to each of the junior and senior high schools in New Hampshire. (TA)

ED 140 039 08 CE 011 331
Thompson, John A. Chock, Mona K.O.

Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii. Phase IV. Final Report.

Hawaii State Dept. of Education, Honolulu; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH50291

Pub Date Sep 76

Grant—G00750051

Note—43p.; For related documents see CE 011 331-345; Parts may be hard to read because of faint print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrator Education, *Career Education, *Counselor Training, Educational Objectives, Elementary Secondary Education, *Inservice Teacher Education, Instructional Materials, *Learning Modules, Material Development, Models, Participant Satisfaction, Post Secondary Education, Program Design, *Program Development, Program Evaluation, School Districts, Staff Role, State Programs, Teaching Techniques, Training Techniques, Workshops

Identifiers—*Hawaii

A training component for administrators and counselors was developed in Phase IV of a five-phase career education project for the State of Hawaii. Three goals were specified for Phase IV: (1) To develop a model for training school administrators and counselors in their role in career education, (2) to develop and test a set of materials for use by school district personnel to train groups of administrators and counselors based on the model, and (3) to revise materials and develop new approaches used for training teachers and teacher educators. Project strategies and procedures included the development of a model based on change theory concepts. A set of materials defined as a module was developed for each part of the descriptive model. The major focus of the materials (eight modules contained in 14 separate documents) was to give cadre trainers sufficient background to properly serve as instructors and to provide materials which the trainer might use in 30-hour workshops for administrators and counselors. A set of activities and a bibliography were also included. Other project activities were teacher evaluation of communally produced career education materials and compilation of a school-by-school description of exemplary career education programs in Hawaii. (TA)

ED 140 040 08 CE 011 332
Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module I: Career Education Information.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH50291

Pub Date Sep 76

Grant—G00750051

Note—204p.; For related documents see CE 011

331-345 ; Some parts may reproduce poorly
EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Administrator Education, *Career Education, *Concept Formation, Counselor Training, Educational Objectives, *Educational Philosophy, Educational Practice, Elementary Secondary Education, Inservice Programs, Learning Modules, Post Secondary Education, Professional Training, Resource Materials, School Districts, School Industry Relationship, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this module focuses on the factors which have led to the growth of the career education concepts. The module is one of six for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. (A minimum of 20 to 30 workshop hours is suggested for the total program.) Module 1 contains a list of eight goals for the module, a suggested format and time frame (8 hours total) for activities (readings, exercises, etc.) related to each goal, and readings for participants on the following topics: Educational problems of youth, frustrations of youth who do not fit traditional patterns of educational expectations, concerns of various publics and business organizations toward the educational training of students, trends in career possibilities in Hawaii, cultural and social implications of careers, the evolutionary course of career education involving schools in the solution of these problems, components which make up the philosophy of career education, what other school districts have done in implementing this concept, and the Hawaii model for career education. A bibliography is included. (TA)

ED 140 041 08 CE 011 333
Career Education. Administrators and Counselors Implementation Model. Module II. Orientation Module.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—498AH50291

Pub Date Sep 76

Grant—G00750051

Note—103p.; For related documents see CE 011

331-345 ; Some parts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrator Education, *Career Education, Concept Formation, Counselor Training, Educational Objectives, Elementary Secondary Education, Inservice Programs, Learning Activities, Learning Modules, Models, Post Secondary Education, Professional Training, *Program Design, Resource Materials, Staff Role, *State Programs, Workshops

Identifiers—*Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this module follows Module I and contains a more detailed examination of the various career education models from selected States with particular attention given to the Hawaii Career Development Continuum. The module is one of six for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. (The first two modules are common while the balance are specific to either counselors or administrators. A minimum of 20 to 30 workshop hours is suggested for the total program.) Module 2 contains activities and readings for developing attitudes of administrators and counselors about career education. Suggestions are made to administrators for formulating a basic orientation to career education in Hawaii, and opportunities are provided to gain experience in handling criticisms and in expanding their own thoughts on the concept. A list of goals for the module, a suggested format and time frame for activities, readings and exercises, and a short self-evaluation form and brief bibliography are included. (TA)

ED 140 042 08 CE 011 334

Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module III—Teacher In-

formation and Orientation for Administrators.

(3.1) Identify Change Strategy.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—498AH50291

Pub Date Sep 76

Grant—G00750051

Note—68p.; For related documents see CE 011

331-345 ; Some parts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrator Education, *Administrator Role, *Career Education, *Change Strategies, Educational Change, Educational Objectives, Educational Strategies, Elementary Secondary Education, Inservice Education, *Inservice Teacher Education, Learning Modules, Post Secondary Education, *Principals, Professional Training, Resource Materials, School Districts, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this section of module 3 is designed to identify change strategies to help the principal motivate teachers to accept the concept of career education. (Module 3 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii.) Module 3 contains three sections. The first section is a repeat of the information module, (module 1) and the second a repeat of the orientation module (module 2); the principal now works with the teachers using the same format and readings by which he developed an understanding of career education and specifically of career education in Hawaii. The third section (this volume) is a lesson in the concept of change theory as related to teaching. It illustrates the techniques necessary for creating a climate for successful intervention. Major contents are introductory readings on change theory, readings on administrator awareness of change, and readings on change for staff development. A bibliography on change strategy is included. (TA)

ED 140 043 08 CE 011 335

Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module IV—Planning. (4.1) Develop Plans for Curriculum Preparation and Infusion.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—498AH50291

Pub Date Sep 76

Grant—G00750051

Note—63p.; For related documents see CE 011

331-345 ; Some parts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrator Education, *Career Education, Change Strategies, *Curriculum Development, *Curriculum Planning, Elementary Secondary Education, *Fused Curriculum, Inservice Programs, Learning Activities, Learning Modules, Post Secondary Education, Professional Training, Resource Materials, Sex Discrimination, Sex Stereotypes, Staff Role, Teacher Attitudes, Teacher Role, Values

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this first section (4.1) of module 4 (Planning) is designed to assist principals and other school administrators to develop plans for curriculum preparation and infusion of career education. (The other three sections of module 4 deal with planning for resource allocation, for scheduling, and for community involvement. Module 4 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 4.1 contains three lessons with activities and readings. Lesson 1 is con-

cerned with the scope and sequence of the curriculum planning and how administrators can utilize it; a portion is devoted to assisting teachers to participate in the school level planning of career education activities. In Lesson 2 five examples are presented to illustrate the infusion concept and process. Issues addressed in Lesson 3 include sex role stereotypes, values determination, sex stereotypes in the classroom, sex discrimination in schools, teacher attitudes and values, and the role of values in career education. A bibliography of periodical literature on values in career education is included. (TA)

ED 140 044 08 CE 011 336

Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module IV—Planning. (4.2) Plans for Resource Allocation.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—498AH50291

Pub Date Sep 76

Grant—G00750051

Note—32p.; For related documents see CE 011

331-345 ; Some parts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, Administrator Education, Administrator Role, *Career Education, Change Strategies, *Cost Effectiveness, Elementary Secondary Education, Inservice Programs, Learning Activities, Learning Modules, Post Secondary Education, Professional Training, Program Administration, *Program Budgeting, *Resource Allocations, Resource Materials, Staff Role, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this second section (4.2) of module 4 (Planning) focuses on the involvement of the faculty and staff in financial program planning for shifting resources to coincide with the implementation of career education. (The other three sections of module 4 deal with planning for curriculum infusion, scheduling, and community involvement. Module 4 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 4.2 contains two lessons and includes a reading section on the purpose of cost analysis. Lesson 1 has two sub-parts, a planning component and a resource shifting component. The planning component relates to the process of identifying resources, determining priorities, and making decisions. The shifting component involves the budget and expenditure plan which are used to achieve priorities and to serve as a fiscal control mechanism. Lesson 2 is structured to help administrators recognize the socio-political ramifications of shifting resources. A bibliography is included. (TA)

ED 140 045 08 CE 011 337

Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module IV—Planning. (4.3) Plans for Scheduling.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—498AH50291

Pub Date Sep 76

Grant—G00750051

Note—40p.; For related documents see CE 011

331-345 ; Some parts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, Administrator Education, Administrator Role, *Career Education, Change Strategies, *Educational Planning, Elementary Secondary Education, Flexible Scheduling, Inservice Programs, Learning Activities, Learning Modules, Open Education, Professional Training, Resource Materials, *Scheduling, *School Schedules, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this third section (4.3) of Module 4 (Planning) explores some possibilities in developing schedules which will enhance the potential of career education. (The other three sections of module 4 deal with planning for curriculum infusion, resource allocation, and community involvement. Module 4 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 4.3 contains two lessons. The content of Lesson 1 is directed toward elementary school administrators. It contains various scheduling considerations for the infusion, the use of community personnel at the schools, and schedules which can accommodate off-campus activities. The content of Lesson 2 is directed toward the intermediate and secondary school administrators with the goal of achieving awareness of possible scheduling problems in secondary schools which may affect career education activities and of recognizing possible solutions. The reading selection for this module discusses the opening of the self-contained classroom. Eleven examples of schedules and a brief bibliography on scheduling are included. (TA)

ED 140 046 08 CE 011 338

Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.4) Plans for Community Involvement.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency--Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No--498AH50291

Pub Date Sep 76

Grant--G00750051

Note--36p.; For related documents see CE 011

331-345 ; Some parts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors--Administrator Education, *Administrator Role, Advisory Committees, *Career Education, Change Strategies, *Community Involvement, Community Resources, Elementary Secondary Education, Inservice Programs, Learning Activities, Learning Modules, Post Secondary Education, Professional Training, Resource Materials, *School Community Relationship, Staff Role, Workshops
Identifiers--Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this fourth section (4.4) of module 4 (Planning) consists of a series of suggested readings and activities to aid the administrator and staff in developing a supportive environment in their community for career education. (The other three sections of module 4 deal with planning for curriculum infusion, resource allocation, and scheduling. Module 4 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 4.4 contains readings which deal with the following topics: Communicating the career education concept, advisory committee on career education, involving the community and its resources, and goals and strategies. Five activities deal with school community relations. A brief community relations bibliography is included. (TA)

ED 140 047 08 CE 011 339

Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module V--Implementation. (5.1) Supervision of Teaching.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency--Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No--498AH50291

Pub Date Sep 76

Grant--G00750051

Note--39p.; For related documents see CE 011

331-345 ; Some parts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors--Administrative Personnel, Administrator Education, *Administrator Responsibility, Administrator Role, *Career Education, Change Strategies, Elementary Secondary Education, Inservice Programs, Learning Activities, Learning Modules, Observation, Post Secondary Education, Professional Training, Staff Role, Supervisory Activities, *Supervisory Methods, Supervisory Training, *Teacher Administrator Relationship, Teacher Evaluation, Teacher Improvement, *Teacher Supervision, Workshops
Identifiers--Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this first section (5.1) of module 5 (implementation--for administrators) contains readings and activities on the major components in a system of observation and instructional improvement through the supervision of teaching. (The other section of module 5 deals with curriculum evaluation. Module 5 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii.) Module 5.1 contains a lesson which presents in outline form the responsibilities of the school administrator as the basis for supervision including procedures for supervision of teaching, classroom observation, and formal conferences. Readings are concerned with the following issues: Assessing the status of teacher evaluation programs in career education, nondirective supervisory conferences, and role conflict and self-concept in dealing with teachers. Three activities are included as well as a summary of the responses of one group of participants. A supervision bibliography is included. (TA)

ED 140 048 08 CE 011 340

Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module V--Implementation. (5.2) Curriculum Evaluation.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency--Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No--498AH50291

Pub Date Sep 76

Grant--G00750051

Note--198p.; For related documents see CE 011

331-345 ; Some parts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors--Administrator Education, *Administrator Role, *Career Education, Change Strategies, *Community Involvement, Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, *Evaluation Criteria, *Fused Curriculum, Inservice Programs, Learning Activities, Learning Modules, Principals, Professional Training, Resource Materials, School Industry Relationship, Workshops
Identifiers--Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this second section (5.2) of module 5 (implementation--for administrators) centers on aiding in the implementation of a career education curriculum. Module 5 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. Module 5.2 contains three lessons. Lesson 1 focuses on the community as a source for the development of curriculum materials and includes materials on using community resources as part of the curriculum, using the community as curriculum, onsite visitations, a sample of onsite visitation forms, and a resource inventory. Lesson 2 consists of criteria for evaluating career education materials, an evaluation form, and a materials section which contain 46 1-page evaluations of specific commercially prepared career education materials. Lesson 3 is designed to demonstrate to principals one action plan for infusing career education into an elementary school curriculum. Appendixes contain a directory of resource personnel for vocational-technical programs in Hawaii, and an example of a business information packet prepared for educators. (TA)

ED 140 049 08 CE 011 341

Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module VI--Evaluation of Career Education (Administrator).

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency--Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No--498AH50291

Pub Date Sep 76

Grant--G00750051

Note--50p.; For related documents see CE 011

331-345 ; Some parts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors--Administrator Education, *Career Education, Change Strategies, *Educational Assessment, Educational Improvement, Elementary Secondary Education, *Formative Evaluation, Inservice Programs, Learning Activities, Learning Modules, Professional Training, *Questionnaires, *Student Evaluation, Vocational Development, Workshops
Identifiers--Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, module 6 is designed to introduce administrators to the Career Education Inventory, which has been developed specially for Hawaii, and which deals with techniques to develop a formative evaluation system for individual schools. (Module 6 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 6 contains one lesson dealing with evaluation of student progress, student self-kept records, the instructional program, and community resources. It includes two activities designed to familiarize the administrator with the evaluation instruments designed for the Hawaii career education continuum. Appendixes contain Forms B and C of the Student Growth Assessment of Career Development Inventory. (TA)

ED 140 050 08 CE 011 342

Michel, John

Career Education. Administrators and Counselors Implementation Model. Module VII--Develop and Implement Needs Assessment.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency--Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No--498AH50291

Pub Date Sep 76

Grant--G00750051

Note--32p.; For related documents see CE 011

331-345 ; Some parts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors--*Career Education, Change Strategies, *Counselor Training, Elementary Secondary Education, Inservice Programs, Learning Modules, *Needs Assessment, Professional Training, Program Development, State Programs, Workshops
Identifiers--Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this module (Module 7) consists of a series of readings and activities to aid the counselor in assessing the career education needs of youth. (It is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 7 contains a reading selection on a needs assessment strategy using the Hawaii Career Development Continuum (HCD) and three activities which instruct the counselor in the development and implementation of a career education needs assessment. (TA)

ED 140 051 08 CE 011 343

Michel, John

Career Education. Administrators and Counselors Implementation Model. Module VIII--Imple-

mentation. (8.1) Preparation and Evaluation of Counselor Material.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—498AH50291

Pub Date Sep 76

Grant—G00750051

Note—28p.; For related documents see CE 011 331-345; Some parts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, Change Strategies, Community Resources, *Counselor Role, Counselor Training, *Educational Strategies, Elementary Secondary Education, *Evaluation Criteria, Inservice Programs, Learning Modules, Library Materials, Occupational Information, Professional Training, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this first section (8.1) of module 8 (implementation for counselors) consists of readings and activities to assist the counselor in preparing and evaluating those materials, procedures, and techniques that will aid with the implementation of career education in the school system. (Module 8 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 8.1 contains a lesson dealing with the preparation and evaluation of career education materials and four activities. Reading selections are provided on the following: Review and analysis of sources of occupational information for career education, a guide to the development of a community resource directory in career education, and guidelines for the development of a career information library. A brief bibliography is also included. (TA)

ED 140 052 08 CE 011 344

Michel, John

Career Education. Administrators and Counselors Implementation Model. Module VIII—Implementation. (8.2) Consultation to School Personnel.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—498AH50291

Pub Date Sep 76

Grant—G00750051

Note—21p.; For related documents see CE 011 331-345; Some parts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, *Career Education, Change Strategies, Consultants, *Counselor Role, Counselor Training, Elementary School Counselors, Elementary Secondary Education, Inservice Programs, Learning Activities, Learning Modules, Professional Services, Professional Training, Resource Materials, Secondary School Counselors, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this second section (8.2) of module 8 (implementation—for counselors) consists of readings and activities to aid the counselor in preparing for his role as consultant to school personnel. (Module 8 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 8.2 contains two learning activities and two reading selections, one on the school counselor-consultant and one on the dimensions of the consultant's job. A brief bibliography is also included. (TA)

ED 140 053 08 CE 011 345

Michel, John

Career Education. Administrators and Counselors Implementation Model. Module VIII—Implementation. (8.3) Integration of Coordination of School and Community Resources.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services; Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—498AH50291

Pub Date Sep 76

Grant—G00750051

Note—20p.; For related documents see CE 011 331-345; Some parts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, *Career Education, Change Strategies, Community Resources, Coordinators, *Counselor Role, Counselor Training, *Educational Coordination, Educational Resources, Elementary Secondary Education, Inservice Programs, Learning Modules, Professional Services, Professional Training, Resource Materials, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this third section (8.3) of module 8 consists of readings and four activities to assist counselors in preparation for their role as coordinators of school and community resources. (Module 8 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) (TA)

ED 140 054 CE 011 354

Moffit, Ronda A.

Springboards to Learning. Career Guidance Institute (August 18-27, 1976). Final Report.

Mesa Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education; National Alliance of Businessmen, Washington, D.C.

Pub Date Sep 76

Note—166p.; The appendixes are not included in this report

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Career Education, Cognitive Objectives, *Community Involvement, *Curriculum Development, *Educational Objectives, Institutes (Training Programs), Learning Activities, Participant Characteristics, *Participant Satisfaction, Program Descriptions, *Program Effectiveness, Program Evaluation, School Community Relationship, Teacher Education

Identifiers—Arizona

This report presents a summary and evaluation of the 8-day "Springboards to Learning" Institute, designed for involvement of both educator and community participants in a mutual effort to increase familiarity with and achieve competencies in the effective implementation of career education within the local schools and community. (Over 179 educators, community leaders, parent leaders, and student leaders were involved in the institute.) Purposes of the institute, evaluation plan, staff, participants, facilities, description of sessions, and evaluation of the institute are discussed in separate sections. (Sources of evaluation data obtained were from participant performance on cognitive test items based on institute objectives, participant postsession reactions, participant program evaluation, products, postinstitute critique for staff members, daily observer log, and staff debriefing sessions.) Evaluation of each day's session accompanies descriptions of daily objectives and activities (77 pages). Evaluation results presented indicate that the majority of participants felt that their understanding of all knowledge areas listed was greatly increased as a result of participation in the institute. (TA)

ED 140 055 08 CE 011 355

Drake, James Bob

"Operation New Horizons"—Right to Read—Adult Reading Academy. First Annual Report.

Northeast Alabama State Junior Coll., Rainsville, Ala.

Spons Agency—Alabama State Dept. of Education, Montgomery; Office of Education (DHEW), Washington, D.C.

Bureau No—533EH60325

Pub Date Feb 77

Grant—G007501788

Note—109p.; Pages 42, 44, 66, 84, and 86 of the original document were blank cover sheets and were therefore removed

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Literacy, *Adult Reading Programs, *Community Education, Demography, Extension Education, Individualized Programs, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, *Rural Education

Identifiers—Alabama

The first year of the "Operation New Horizons"—Right to Read—Adult Reading Academy Project, sponsored by the Northeast Alabama State Junior College in Rainsville, Alabama, is evaluated in this report. (The objectives of the project, which began on July 1, 1975, centered on (1) developing a reading academy which would help eliminate functional illiteracy in the five-county area serviced by the college and (2) developing a network of community, home-based, and college campus-based reading programs within the service areas.) The first two sections of this report provide a description of program, information on the locale, economy, education, and special factors of the service areas. The evaluation is covered in the third section under two subsections. The subsection, Information and Data Concerning Process Evaluation, includes the project director's monthly progress reports and a five-column evaluation worksheet covering data on personnel/staff functions, appraisal factor, essential points, rating scale, and findings and stipulations. In the second subsection, Product Evaluations, each program's objectives and evaluative criteria are outlined and discussed separately. According to the evaluator, the project has been very successful and many of the program components could and should be used in recruiting and teaching the functional adult in almost any setting. (SH)

ED 140 056 CE 011 357

Projector, Dorothy S. And Others

Studies in Income Distribution. Projection of March Current Population Survey: Population Earnings, and Property Income, March 1972 to March 1976. No. 1.

Social Security Administration (DHEW), Washington, D.C. Office of Research and Statistics.

Report No—DHEW-SSA-75-11776

Pub Date Nov 74

Note—116p.; For a related document see CE 011 357 and CE 011 360-361; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Census Figures, *Data Analysis, *Demography, *Income, Marital Status, Military Personnel, *Predictive Measurement, Research, *Research Methodology, Salary Differentials, Tables (Data), *Tax Effort, Taxes

Identifiers—Civilians, Current Population Survey, United States

Methods of defining and projecting a concept of consumer unit appropriate for analyses of changes in the tax-transfer system are presented. The population of persons covered by the March supplements to the Current Population Surveys is organized into simulated tax and transfer system (STATS) units and results are shown for several years. The number of STATS units is projected to March 1976 on the basis of demographic information in the March 1972 Current Population Survey and Census Bureau projections of the total population of the United States by sex and age. Earnings, interest, dividends, and rents are projected to calendar year 1975 on the basis of receipt of such income shown by the projected population of STATS units in conjunction with the aggregate amount of such income from the Data Resources Inc. "control" projections of the U.S. economy. Sixty-two tables supplement this report. (Authors)

ED 140 057 CE 011 360

Bridges, Benjamin, Jr. Johnston, Mary P.

Studies in Income Distribution. Estimation of Social Security Taxes on the March Current Population Survey. No. 4.

Social Security Administration (DHEW), Washington, D.C. Office of Research and Statistics.

Report No.—DHEW-SSA-76-11776

Pub Date Mar 76

Note—101p.; For related documents see CE 011 357 and CE 011 360-361; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage. HC Not Available from EDRS.

Descriptors—Demography, Employees, Employment Programs, Fringe Benefits, *Income, Military Personnel, *Predictive Measurement, Rail Transportation, *Research Methodology, *Retirement, Salaries, Tables (Data), *Tax Allocation, Taxes, Wages

Identifiers—Civilians, Current Population Survey, *Payroll Tax Algorithm, *Social Security, United States

The impact of the tax-transfer system on the distribution of income among economic units is the subject of a number of studies by the Office of Research and Statistics of the Social Security Administration. One of the most important data sources for the work is the Census Bureau's March Current Population Survey (CPS). To conduct such studies, the Office of Research and Statistics has developed a method of estimating social security tax liability for each person in the March CPS sample. This paper presents a detailed description and evaluation of the method developed, called the payroll tax algorithm or PTA. For evaluation purposes PTA results based on the March 1972 CPS are compared with agency program data. PTA estimates of taxes or contributions for the other major nationally uniform social insurance programs are also presented. (Author)

ED 140 058 CE 011 361

Freiden, Alan And Others

Studies in Income Distribution. Internal Rates of Return to Retired Worker-Only Beneficiaries under Social Security, 1967-70. No. 5.

Social Security Administration (DHEW), Washington, D.C. Office of Research and Statistics.

Report No.—DHEW-SSA-77-11776

Pub Date Oct 76

Note—77p.; For related documents see CE 011 357 and CE 011 360-361

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Income, *Older Adults, *Predictive Measurement, Research Methodology, *Retirement, Sex Differences, Tables (Data), Tax Allocation, Taxes, *Tax Rates, *Unemployment Insurance, Wages

Identifiers—Old Age Survivors and Disability Insurance, *Social Security, United States

This paper presents an empirical analysis of the real internal rate of return to the old age insurance (OAI) portion of the old age, survivors, and disability insurance (OASDI) program for worker-only beneficiaries retiring between 1967 and 1970. Section I reviews the analytical background for this study. The issues concern alternative measures of individual equity and the empirical approach to their measurement. The procedures used in five papers on the subject by John Brittain (1972), Colin D. Campbell and Rosemary G. Campbell (1967), Henry Aaron (1974), Yung-Ping Chen and Kwang-wen Chu (1974), and Ubadigbo Okonkwo (1975) are also described. Sections II and III describe the basic model employed and the results. The authors' use of a random sample of longitudinal microdata on actual earnings histories, the feature which distinguishes their approach from previous studies, is also described. The final section compares the authors' results with those of other studies and sets out plans for extension of the analysis. References are included along with an appendix showing detailed tabular results of average internal rates of men and women (1968-1970). (Authors/WL)

ED 140 059 08 CE 011 374

Guide for Implementing Career Education in Kansas Schools.

Kansas State Dept. of Education, Topeka.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Grant—600753905

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrative Principles, *Career Education, Community Involvement, Demonstration Programs, *Elementary Secondary Education, Guidelines, Inservice Education, Pilot Projects, *Program Development, Program Evaluation, Program Guides, Program Planning, School Community Cooperation, *School Districts

Identifiers—*Kansas

Seven phases are outlined for implementing career education in Kansas school districts, with suggested steps included under each phase. For example, Phase I: Pre-Commitment, consists of the following steps: Discuss concept of career education with board, introduce concept to staff and students, and obtain commitment decision from board. The rest of the phases and steps are as follows: Phase II: General Planning (select and organize steering committee and advisory council, identify perceived needs, and conduct goal setting and prioritizing process); Phase III: Program Planning (obtain board approval of goals and planning budget to continue, select and organize ad hoc committees, identify expected student outcomes, identify all constraints, and give interim report); Phase IV: Assessment (write operational and instructional objectives, and develop or identify pretest instrument); Phase V: Pilot Program (develop inservice for staff, infuse program into identified curricula, and modify planned program); Phase VI: Implementation (develop inservice for staff, and implement program); and Phase VII: Evaluation (evaluate effectiveness of program, modify actual program, and recycle program). The guide suggests that each phase should involve students, staff, and community. Appendixes include survey forms on career education for the school board, administration, staff, community, and students; a list of contact personnel for career education exemplary projects; definitions; a bibliography; and other related material. (LMS)

ED 140 060 CE 011 422

Project PEOPLE (Personal Enhancement of Occupational Preparation through Life Centered Education).

Bowling Green Board of Education, Ky.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date [72]

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, *Career Planning, Counselor Role, Counselors, *Curriculum Development, Educational Administration, Educational Resources, Elementary Secondary Education, Human Resources, Parent Role, Principals, Program Descriptions, *Staff Role, Student Centered Curriculum

Identifiers—Kentucky, Kentucky (Bowling Green)

Project PEOPLE (Personal Enhancement of Occupational Preparation through Life Centered Education), developed to design a world of work curriculum and appropriate units for each level, is described in this booklet. (Project PEOPLE involves 269 staff members of the Bowling Green Independent School System, who attended a 4-week summer workshop for the purpose of designing the curriculum and units for each level. The project serves over 5,000 students in nine schools—seven elementary, 1 junior high school, and 1 senior high school.) Staff responsibilities and project components are discussed and include the following: Development staff training (which briefly covers career planning activities at four levels); professional responsibility and roles of the academic and vocational classroom teachers, guidance counselors, and principals; the resource person; occupational clusters assigned by grade level; interviewing the resource person; visibility of project activities; the parent; the academic world; and management. (TA)

ED 140 061 CE 011 426

Cubit-Swoyer, Donna

Workshop in Providing Equal Career Opportunities.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—CE-375

Pub Date Jun 77

Note—133p.; Some pages may reproduce poorly because of small print

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$1.50 plus postage)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrator Guides, Attitude Tests, Bibliographies, *Career Education, Career Opportunities, Counselor Training, Curriculum Evaluation, Educational Legislation, *Equal Education, Evaluation Criteria, Guidelines, Inservice Programs, *Inservice Teacher Education, Instructional Materials, Occupational Information, Program Development, Resource Guides, *Sex Discrimination, Sex Stereotypes, Workshops

Identifiers—New Jersey

One in a series of curriculum documents in career education, this manual provides plans, resources, and materials for training counselors and teachers to provide sex fair career counseling and programs. Objectives for a workshop are presented, and directions, including a flow chart, are given for its preparation. These are followed by detailed workshop plans for conducting eight hours of training (in either one, two, or four sessions) on the following topics: Legislation; sex fair tests, texts, and occupational information; and techniques and resources for programs. Media resources and extensive materials resources are listed with company or organization names, addresses, and publication titles (plus cost, if any). Also listed are names and addresses of inservice trainers or organizations and persons able to assist in securing qualified trainers. These are given by region and individual States, with a special page devoted to trainers located in New Jersey. Attitude exploration activities are presented, along with guidelines for assessing sex bias in career interest inventories and in educational materials. New Jersey equal education legislation is appended as well as excerpts from the 1974 Federal Register outlining Federal rules and regulations on educational programs and sex nondiscrimination. Suggested questions for evaluating a workshop conclude the manual. (BL)

ED 140 062 CE 011 428

Sexton, Patricia Cayo

Women and Work. R & D Monograph 46.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date 77

Grant—DOL-21-11-75-15

Note—75p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Employment Opportunities, *Employment Patterns, Employment Practices, Employment Problems, *Employment Programs, Employment Trends, *Equal Opportunities (Jobs), Federal Programs, *Females, Government Role, Minority Groups, Policy Formation, Public Policy, *Research, Research Reviews (Publications), Sex Discrimination, *Working Women

Identifiers—United States

Information regarding women and work learned mainly, but not exclusively, through research and development (R&D) projects sponsored by the Employment and Training Administration's Office of Research and Development (ETA-ORD) is reviewed, and the future directions of policy on women are explored. The first chapter briefly summarizes two schools of thought (dualist and human resources) explaining the inferior position of women workers while data pertaining to the size of the male-female earnings gap and a review of studies offering varying explanations for the gap are contained in chapter 2. Chapters 3 and 4 cover labor market studies, including the National Longitudinal Survey, and chapter 5 reviews projects exploring barriers faced by women seeking employment. Chapter 6 discusses several experimental projects undertaken by ETA to improve the work opportunities of women, including Minority Women's Employment Program (MWEPP). Other government activities that affect women at work are discussed in chapters 7 to 9: (1) Manpower programs, including the Work Incentive Program (WIN); and (2) the policies and actions of the U.S. Employment Service, the Equal Employment Opportunity Commission, and occupational licensing authorities. The final chapter makes recommen-

datations for future directions in R&D projects, child care, education/training, outreach employment programs, and organizing efforts. (EM)

ED 140 063 CE 011 431
An Operator's Guide to Safe and Enjoyable Bicycling.

San Jose Dept. of Public Works, Calif.
Spons Agency—California State Div. of Highways, Sacramento.
Pub Date Jan 74

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Guidelines, Guides, Maintenance, *Safety, Safety Education, *Traffic Regulations, *Traffic Safety
Identifiers—*Bicycling, California

Addressed to young persons and adults, this booklet delineates the duties and rights applicable to bicyclists as drivers of vehicles. The following topics are discussed: Rules of the road, defensive bicycling techniques, the bicycle as a machine, registration and theft prevention, walking the bike, bike routes, and recreational and group rides. Diagrams and illustrations are included. (TA)

ED 140 064 CE 011 442

Kessman, William A.
Food Services, Reading and Language Activities.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date Apr 77

Note—99p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$2.00 plus postage)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Exploration, *Food Service, Instructional Materials, Language Development, *Language Skills, *Learning Activities, Reading Development, Reading Materials, *Reading Skills, Secondary Education, Special Education, Vocabulary Development, Vocational Education

Written primarily for special needs students in the exploratory phase of a vocational program in food services, this activity book employs basic content material of the food service trade to serve as a vehicle for developing reading and language skills. Each lesson follows a similar format. The lesson is introduced by an illustration and a list of key words found in the reading selection which follows. Each reading selection is followed by short answer questions (getting the main idea, getting the meaning from the context), true-false questions, sentences to complete, vocabulary-spelling exercises, and a word puzzle. The titles of the lessons are A New School; A New Shop; What to Wear; Clean Hands, Please; Setting the Table; What to Use; Dishes and Glassware: How to Hold; What Is Flatware?; How a Table Is Set; Kitchen Work; Kinds of Foods; Large Kitchen Equipment; and Small Kitchen Equipment. (The last two lessons include a number of illustrations.) (LMS)

ED 140 065 CE 011 448

Slick, James M., Comp.
Career Bibliography. A Guide to Free and Inexpensive Occupational Information.

Pennsylvania State Univ., University Park. Career Development and Placement Center.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Bureau No.—24-7044

Pub Date Feb 77

Note—176p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Bibliographies, Directories, Educational Resources, Government Publications, *Information Sources, *Occupational Clusters, *Occupational Information, Private Agencies, Professional Associations, Resource Guides, State Agencies

Designed for use by cooperative education instructors, counselors, librarians, students, and teachers, this career bibliography identifies more than 2,000 sources of occupational information (e.g., government agencies, professional associations, private businesses) which offer over 5,000 free or inexpensive job-related publications. Five hundred and twenty-two occupations are listed

alphabetically, and sources of information (with mailing addresses and publication titles) are alphabetized under each occupational title. Each listing is also numbered with a "Dictionary of Occupational Titles" (DOT) code. The code numbers are indexed in the back of the book and are clustered according to jobs having the same basic occupational or worker characteristics and similar educational requirements. Thus occupations related to an occupation of primary interest can be identified. In addition, a study guide and checklist is appended to aid in conducting a personal exploration of specific occupations and alternatives. Purposes of the guide and directions for its use are presented on the opening pages. (BL)

ED 140 066 CE 011 454
Home Economics. Sample Test Items. Levels I and II.

New York State Education Dept., Albany. Bureau of Elementary and Secondary Educational Testing.

Pub Date May 76

Note—118p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, *Home Economics Education, *Learning Modules, Secondary Education, *Teaching Guides, *Test Construction

A sample of behavioral objectives and related test items that could be developed for content modules in Home Economics levels I and II, this book is intended to enable teachers to construct more valid and reliable test materials. Forty-eight one-page modules are presented, and opposite each module are listed two to seven specific behavioral objectives and the related sample test items. Half of the modules are for level I and half for level II, those for each level falling under one of four subject headings: (1) Human Development, (2) Housing, Furnishing, and Equipment, (3) Food and Nutrition, and (4) Clothing and Textiles. Each module consists of identification of the content emphasis, time allotment, two to four broad behavioral outcomes, several suggested learning experiences, suggestions on measurement of student progress, and a list of related modules. The following are representative of the module titles: Career Chatter, I Am Me; Extending Family Resources; Fire Safety; Party Perfect Foods; Sparkling China, Gleaming Crystal, and Shining Pots; Perk Up a Breakfast; Tools for Home Sewing; Making and Wrapping Gifts; Pride in Family Traditions and Customs; Jobs that Deal with People; Operating Household Cleaning Equipment; A Safe Trip Through the Home; Analyzing Food Labels; Creative Cookies; Special Diets; How Foods Work for You; Cooking Outdoors; Instant Sewing for Self; Measuring for Correct Pattern Size; Making Your Clothing More Personal; and Face Facts. (EM)

ED 140 067 CE 011 456
Basic Economic Concepts in Business Education. Bulletin No. 206.

New York State Education Dept., Albany. Bureau of Business Education.

Pub Date Sep 76

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Business Education, Business Subjects, *Concept Formation, Curriculum Development, Economic Education, *Economics, *Mathematical Concepts, Post Secondary Education, Secondary Education, Teaching Guides

Intended as an instructional aid for teachers of general business and other secondary school business courses, this annual bulletin discusses the following four general economic concepts: Opportunity costs, supply and demand, industrial organization, and marginal analysis. For each concept, principles are developed which can often be applied in business decisionmaking, examples and applications are given, and selected teaching suggestions and references are provided. (HD)

ED 140 068 CE 011 457

Gould, E. Noah, Ed.
Machine Accounting. An Instructor's Guide.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date 76

Note—70p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Accounting, *Bookkeeping, Business Education, Business Subjects, Curriculum Guides, Learning Modules, *Office Machines, *Office Occupations Education, Post Secondary Education, Secondary Education

Designed to prepare students to operate the types of accounting machines used in many medium-sized businesses, this instructor's guide presents a full-year high school course in machine accounting covering 120 hours of instruction. An introduction for the instructor suggests how to adapt the guide to present a 60-hour module which would be suitable for a one-semester high school course or for an advanced adult course, a 30-hour module, or a 10- to 15-hour module. The introduction also includes statements about objectives for the sections, prerequisites for the course, course credit, and major sequences into which the course would fit. The guide consists of six sections: Orientation to machine accounting, payroll, accounts payable, accounts receivable, billing, and age analysis. Objectives are given at the beginning of each section. Within each section, the content outline appears on the left-hand side of the page, and content details and teaching suggestions are given on the right-hand side. Forms and other illustrative material appear throughout the guide. (LMS)

ED 140 069 CE 011 458
Home Economics Education. Curriculum Planning Guidelines. Levels III-IV-V.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date 76

Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Curriculum Design, *Curriculum Development, Educational Needs, Family Life, *High School Curriculum, *Home Economics Education, Learning Modules, State Curriculum Guides

Identifiers—Future Homemakers of America, New York

This curriculum guide for levels III, IV, and V home economics teachers in New York State describes a process for planning and developing home economics courses. Emphasis is placed on the determination of student needs and the enrichment of learnings through participation in the Future Homemakers of America (FHA). The guide begins with a discussion of the following major components comprising this curriculum framework: A design which reorganizes homemaking-family living curriculum into four basic subject areas (Human Development; Housing, Furnishings and Equipment; Food and Nutrition; and Clothing and Textiles) with six content emphases (Management, Buymanship, Leisure, Careers, Health and Safety, and Relationships); scope of learnings charts comprised of behavioral learning outcomes; and modules (guides suggesting experiences that promote behavioral learning outcomes). Next, there are two sections briefly describing how to determine student needs and interests and how FHA related to the curriculum. These are followed by scope of learnings charts that list learning outcomes for the six content emphases within each subject area for levels I through V with the latter three presented in extensive detail. Finally, the guide describes the development of a course, including examples of both subject area and content emphases course outlines, and presents New York State's home economics sequence requirements toward high school graduation. An appendix includes forms for compiling student needs data, guides for developing a module and writing behavioral objectives, and information explaining FHA. (EM)

ED 140 070 08 CE 011 466
Applegate, William K. Weaver, Maria A.

The Region V Conference on Competency Based Teacher Education (Midland Hotel, Chicago, Illinois, March 11-13, 1975). Final Report.

Southern Illinois Univ., Carbondale. Coll. of Education.

Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield; Office of Education (DHEW), Chicago, Ill. Regional Office 5.

Bureau No.—PCE-A4-038

Pub Date May 75

Note—110p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Conference Reports, Educational Planning, Inservice Teacher Education, *Performance Based Teacher Education, Preservice Education, *State Programs, Teaching Methods, Vocational Agriculture Teachers, Vocational Education, *Vocational Education Teachers

Identifiers—Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

This report of a regional conference on Competency Based Teacher Education (CBTE) held to allow the six States in Region V (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin) to share information about vocational personnel development activities and programs, consists primarily of 12 conference papers: (1) Personnel Development in Occupational Education in Illinois; (2) One State's Approach to Competency Based Teacher Education; (3) Planning for Personnel Development within a State; (4) Vocational Educators and Competence Based Education; (5) Preservice Occupational Program (POP); (6) Competency Based Industrial Teacher Education at University of Wisconsin-Stout; (7) Competencies for Professional Education in Home Economics; (8) Two-Year Inservice Teacher Preparation Program to Provide the Essential Professional Competencies Necessary for Teachers of Agriculture; (9) A Competency-Based Program for Preparing Vocational Teachers; (10) Performance/Competency Based Teaching Methods, Minnesota Style; (11) Administration by Competency (ABC); and (12) A Cautionary Appraisal of CBTE. Concluding this report are the summary reports of each State's task force sessions in which conference participants developed suggestions and recommendations to questions relative to CBTE; and a summary of a participant survey designed to assess attitudes toward varied aspects of CBTE. Copies of the program and participant survey form and a list of the conference participants, presenters, and staff are appended. (EM)

ED 140 071

CE 011 479

Kohle, Ronald L.

Pennsylvania Competency-Based Teacher Education. Competencies: Industrial Arts Education. Industrial Arts Association of Pennsylvania; Pennsylvania State Dept. of Education, Harrisburg; Pennsylvania State Univ., University Park.

Pub Date 77

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Beginning Teachers, Elementary School Teachers, Elementary Secondary Education, Industrial Arts, *Industrial Arts Teachers, Industry, Nonverbal Communication, *Performance Based Teacher Education, Power Mechanics, Secondary School Teachers, *Task Analysis, *Teaching Skills

Identifiers—Industrial Materials, Pennsylvania

A competency-based educational project was done to develop an inventory of the competencies that beginning teachers of industrial arts education (K-12) in Pennsylvania must demonstrate to meet standards for satisfactory performance. Three regional workshops were held where the participants, selected by a steering committee using specific criteria, generated competency statements in four areas (industrial materials, power technology, visual communications, and industrial arts—professional) based on Pennsylvania's Generic 22 (a compilation of 22 statements delineating the general competencies needed by all teachers, regardless of grade level or subject area). Following these workshops, the steering committee synthesized and edited these competencies into a single set of statements. One hundred and twenty-five industrial arts teacher educators, supervisors, classroom teachers, and lay people attending an annual conference provided verbal and written feedback about the statements to the steering committee before the final editing was done. This booklet concludes with a complete list of the competency statements in the four areas and an appendix which includes Generic 22; an overview of project events, procedures, and dates; a list of the workshop participants and staff; and the criteria used for identifying competencies during the workshops. (EM)

ED 140 072

CE 011 482

Odokara, E.O.

Outreach: University's Concern for Communities Around It.

Nigeria Univ., Nsukka. Div. of Extra-Mural Studies.

Pub Date [76]

Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, Community Education, Community Services, *Extension Education, Foreign Countries, Higher Education, Human Development, Human Resources, *Individual Needs, Occupational Guidance, *Outreach Programs, *Program Descriptions, Resource Materials, Rural Areas, *School Community Programs, Urban Areas, Vocational Education

Identifiers—*Nigeria, University of Nigeria

Extension, or outreach, programs initiated and conducted through the Division of Extramural Studies at the University of Nigeria (Nsukka) are described in this booklet. The basic objective of the programs described is to implement the concept of education as a continuing, lifelong, and dynamic process through which adults (younger and older) can lead more meaningful and useful lives, and through which the communities concerned can improve their functioning. Programs included are characterized under one of three groups: Community study groups, awareness forum, or outreach. The descriptions include how each program, focusing on a well-defined target population, relates to its specific educational objective(s). (SH)

ED 140 073

CE 011 487

Estrine, Lewis

Assessment of Computer Assisted Instruction as a Tool for Advancing Adult Learning.

GTE Sylvania, Inc. Needham Heights, Mass. Human Factors Engineering.

Pub Date [75]

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, Analog Computers, *Computer Assisted Instruction, Digital Computers, *Educational Theories, *Learning Processes

This discussion of the efficacy of Computer Assisted Instruction (CAI) for advancing adult learning is based on the assumptions underlying pedagogy (child learning) versus andragogy (adult learning). Pedagogy versus andragogy is discussed first with respect to the prevalent design of CAI devices. Other topics covered are assumptions of andragogy and implications for CAI, versatility of the computer, and implications for further research on the interactive configuration of CAI and the nature of the adult learner. (Author/WL)

ED 140 074

CE 011 489

Tips on Car Care & Safety for Deaf Drivers.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date Jul 75

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Deaf, Driver Education, Guidelines, *Hard of Hearing, Mechanics (Process), *Motor Vehicles, *Safety, Safety Education, *Traffic Safety

Primarily intended for the deaf or hard of hearing driver, this booklet contains many tips useful to all drivers. It is divided into two sections: Signs of Car Trouble and What to Do, and Safe Driving Tips and Special Situations. The rationale for section 1 is that a hearing driver can often tell that his car is not running properly or that some part is worn out or broken by the sounds it makes. Topics covered in this section tell the deaf or severely hard of hearing driver how to find out many of the same things through sight and vibrations. Topics include the following: Inspecting the car, lights on the instrument panel, unusual vibrations that can mean trouble, and using the sense of smell. Section 2 is primarily intended for the young deaf driver, whether taking a driver education course or recently licensed with little or no experience in handling different driving situations. Topics discussed in this section include general driving tips, rules of the road, accidents and experiences, and special tips (first aid supplies, winter driving). (TA)

ED 140 075

95

CE 011 496

Kleene, Marvin D. Priebe, Donald W.

Attitudes of North Dakota Implement Dealership Managers towards a Continuing Management Outreach Program. Report of the Research Study.

North Dakota State Univ., Fargo. Dept. of Agricultural Education.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit; Office of Education (DHEW), Washington, D.C.

Pub Date Nov 73

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrative Personnel, *Agriculture, Agricultural Machinery, Business Administration, Delivery Systems, *Educational Attitudes, *Educational Needs, Farm Management, *Management Education, Managerial Occupations, Marketing, Needs Assessment

Identifiers—North Dakota

Conducted as part of a Farm Management Education Research and Development Project which was examining the use of variations of the Farm Management Education Program in meeting the managerial needs of agribusinesses, the descriptive study reported here was done to determine attitudes of 359 farm implement dealership managers in North Dakota towards their needs for selected areas of management education. Chapter I briefly discusses the background, significance, purpose, objectives, and delimitations of the study, while chapter II is a review of the literature. A brief description of the population, the research methodology (designing and mailing questionnaires), and data analysis, including a computer program using the chi square test for independence, comprise chapter III. Chapter IV summarizes profile data of the implement dealership managers, including position, tenure, age, educational level, and size of business. Chapter V presents the mean scores for responses to 32 items regarding the importance of selected management skill areas in an educational program, and chi square values for association between these responses and selected managerial profile data. The responses to a questionnaire item requesting that varied types of educational agencies be rated as possible program sources are presented in chapter VI. Chapter VII summarizes the findings and presents nine conclusions. The questionnaire, a summary of frequency responses to the 32 skill area questions, and a summary of chi square values are appended. (EM)

ED 140 076

CE 011 498

Career Development/Vocational Offerings. Final Report.

North Dakota State Univ., Fargo.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck.

Bureau No—EPDA-011-74

Pub Date Jul 74

Note—75p.; Parts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Agricultural Education, Business Education, Distributive Education, *Educational Objectives, Health Occupations Education, Home Economics, *Learning Activities, Secondary Education, Teacher Developed Materials, Teacher Workshops, Trade and Industrial Education, *Vocational Development, *Vocational Education

Identifiers—North Dakota

Educational objectives, which were developed during a 5-day workshop by vocational education teachers and which relate to career development, are presented in this report. (The workshop was designed to address that part of the North Dakota State Plan concerned with developing career education curriculum materials and personnel expertise for use in vocational programs.) Each objective, presented in broad and specific terms, includes an activity or suggested technique with ideas for resource materials/sources, where applicable; suggested subject area; and suggested grade level (secondary and/or postsecondary). The workshop agenda, four student forms designed for use in career development, and an overall evaluation of the workshop by participants are included. (SH)

ED 140 077

08

CE 011 500

Mandy, Russell M. Stapleton, Clement E.

Articulation of Vocational Education Curriculum between Secondary and Post-Secondary Levels in Wisconsin. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—OEG-5-74-0145

Pub Date Jan 75

Note—194p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Agency Role, *Articulation (Program), Cooperative Planning, Curriculum Development, Educational Development, Inservice Education, Inservice Programs, Interagency Cooperation, Interinstitutional Cooperation, Models, *Post Secondary Education, *Program Coordination, Program Improvement, Regional Cooperation, *Secondary Education, Staff Improvement, State Programs, *Vocational Education, Workshops

Identifiers—*Wisconsin

In Wisconsin, different agencies administer vocational education on the secondary and post-secondary levels. Students and educators at both levels have reported substantial duplication of course content, texts, reference materials, equipment, and instructional processes. Therefore, a project was designed to expand and improve articulation (that is, communication, cooperation, and coordination of curriculum) between the two levels. A major contribution of the project was to plan and conduct a series of district workshops for vocational educators designed to upgrade staff capabilities to expand and improve articulation. Approximately 800 educators participated in the workshops. An evaluation questionnaire was randomly distributed to about 100 participants, 86% of whom responded. Responses were positive and supportive of the articulation project and workshops, and most participants indicated they wanted followup workshops. It was concluded that the articulation workshops did help upgrade staff capabilities. Among the recommendations were suggestions that articulation efforts be both horizontal and vertical in nature, that they encompass K-16 grade levels, and that they be expanded beyond just curriculum articulation. Based on responses from workshop participants and on the observations of project staff, a schematic model was generated to provide a guideline for future program implementation. (LMS)

ED 140 078

CE 011 505

Perry, Henry B., III

Physician Assistants: An Empirical Analysis of Their General Characteristics, Job Performance, and Job Satisfaction.

Johns Hopkins Univ., Baltimore, Md. Dept. of Social Relations.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Sep 76

Grant—DLMA-91-24-75-08

Note—408p.; Some tables and parts of text may be marginally legible due to print quality of the original document

Available from—National Technical Information Service, Springfield, Va. 22151

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—Doctoral Theses, Educational Background, Employment Experience, *Individual Characteristics, Job Analysis, *Job Satisfaction, Occupational Surveys, *Physicians Assistants, *Task Performance, *Work Environment

The doctoral dissertation comprising this report involves a study done to describe the general characteristics (personal and work-related) of a national sample of 1,282 physician assistants (PA's) and to assess their job performance and job satisfaction. Chapter I discusses the project background and purpose, and reviews the literature in three areas: (1) General descriptive characteristics; (2) job performance; and (3) job satisfaction. Chapter II covers methodology and discusses the study sample and variables (personal, background, work environment and job characteristics); and job performance and satisfaction measurements; the research design involving the mailing of questionnaires to PA's and their supervising physician; job performance and satisfaction measurement strategies; and data analysis procedures, including path analysis, a multivariate strategy. Chapter III presents an extensive descriptive analysis of the aforementioned general characteristics of the study sample and some relationships between these variables.

Chapter IV discusses the general levels of the study sample's job performance and satisfaction and the relationship between these and the general characteristics variables. Chapter V, in considerable detail, incorporates the study variables into causal models and assesses the resulting multivariate relationships by means of path analysis. Chapter VI presents an assessment of important policy implications suggested by the study results. The questionnaires sent to the PAs and supervising physicians, a comparison of the characteristics of two sample subgroups to their respective populations, and some supplementary data analysis tables are appended. (EM)

ED 140 079

08

CE 011 510

Tadlock, Larry

Assessing High School Vocational Students' Attitudes Toward Travel Away from Their Home Schools. Final Report.

Kennewick School District 17, Wash.; Mossyrock School District 206, Wash.

Spons Agency—Washington Research Coordinating Unit for Vocational Education, Olympia.

Bureau No.—76-ATD-149-NP

Pub Date Jul 76

Note—57p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*High School Students, Regional Cooperation, School Districts, School Surveys, Secondary Education, Skill Centers, State Surveys, *Student Attitudes, *Student Mobility, Student Motivation, Student Recruitment, *Travel, Vocational Counseling, *Vocational Education, Vocational Training Centers

Identifiers—*Washington

To assess the attitude of high school students toward travel away from their home school for vocational training, a two-part study was conducted. The objective of the first part was to determine the number of students in the State of Washington who actually traveled away from their home schools for vocational training and of the second part to identify those factors which influence students' decisions to travel or not. Primary sources of data included information from the office of the State Superintendent of Public Instruction, earlier State studies, questionnaires, and telephone and personal interviews. A limitation of the study was that it was not based on a probability sample. It was found that while most students were willing to travel away from their home schools for vocational training, few actually did so. Factors found to influence a student's decision to travel or not included lack of knowledge and awareness of courses offered away from the home school, inability to relate their future occupational goals to the vocational courses offered, and career counseling and recruitment efforts. Students were also found to prefer to travel to a vocational training institution other than a neighboring high school. Finally, it was concluded that the keys to successful skill center operations include maintaining a good program reputation, establishing a good communication network, insuring the strong commitment of the participating districts, and choosing a good location. Appendixes include survey forms and results of surveys of students, administrators, counselors, and teachers. (Author/LMS)

ED 140 080

08

CE 011 511

Forrester, Gene Steele, David A.

Course Outlines in Vocational Agriculture. Research Project.

Washington Research Coordinating Unit for Vocational Education, Olympia.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—76-264-NP

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Agricultural Education, Agricultural Engineering, Agricultural Production, Agricultural Research Projects, Animal Science, Curriculum Guides, Forestry, *High School Curriculum, Horses, Ornamental Horticulture, Secondary Education, Soil Science, *Vocational Agriculture

Identifiers—Washington

Following a two-page summary of a project conducted to develop course outlines for the approved vocational agriculture courses taught in the State of Washington high schools, this document presents course outlines and lists of recommended instructional materials for the following

courses: Production Agriculture (including Agriculture I—Introduction to Agriculture, Agriculture II—Crop Production and Introduction to Soil Science, Agriculture III, and Agriculture IV); Horse Husbandry; Agriculture Mechanics (Beginning, II, III, Agricultural Building Construction, and Advanced); Ornamental Horticulture (Beginning and Advanced); Forestry I; and Logging Forestry Practices. A typical course outline consists of the title of the course, unit titles, topics to be covered under each unit, and days allotted for each topic. (LMS)

ED 140 081

CE 011 515

Evaluation and Audit of Career and Vocational Teacher Education Centers. Final Report. 1972-1973 School Year.

Morin (Alfred J.) and Associates, Washington, D.C.

Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Bureau No.—5307

Pub Date [74]

Note—302p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Administrator Education, *Career Education, Elementary Secondary Education, *Inservice Teacher Education, Program Development, *Program Effectiveness, Program Evaluation, State Programs, Surveys, Tables (Data), *Teacher Centers, Teacher Workshops, *Vocational Education, Workshops

Identifiers—*Georgia

The Georgia State Department of Education engaged in the development of three Career and Vocational Teacher Education Centers (located at the University of Georgia, Georgia State University, and Georgia Southern College) during the 1972-73 school year. Their primary purpose was to provide an interdisciplinary approach to their teacher education programs by offering more relevant short-term inservice training for teachers and administrators who were beginning to incorporate career education into their respective classrooms and schools. The centers presented workshops during the summer of 1972, provided technical assistance to school districts through onsite visits during the school year, and coordinated the efforts of their own institutional departments in terms of career education. In this final evaluation report, sections 1 and 2 describe the procedures used by the evaluation team in collecting and analyzing data obtained from the questionnaires mailed to both summer workshop participants and to nonparticipants. Sections 3 through 6 deal with data presentation, data interpretation, and evaluation findings on a component by component basis for each center. The data presentation and data interpretation for the questionnaire administered to superintendents and principals is described in section 7 along with the information obtained from the onsite interviews and related evaluation findings. Section 8 presents the major recommendations of the evaluation team based upon the evaluation findings. (WL)

ED 140 082

08

CE 011 516

Gray, Kennedy E., Ed. Petrie, William J., Ed.

Annual National Vocational Education Personnel Development Seminar. (8th, Madison, Wisconsin, October 28-31, 1974). In-Service Vocational Education Personnel Development for the 1980's. Leadership Training Series No. 43.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date Jan 75

Note—158p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Change Strategies, Conference Reports, Educational Accountability, Educational Change, Educational Trends, *Inservice Education, *Inservice Programs, Inservice Teacher Education, *Performance Based Education, Professional Personnel, School Industry Relationship, *Staff Improvement, *Vocational Education

This report contains the proceedings of a seminar on "In-service Vocational Education Personnel Development for the 1980's," which consisted of two keynote addresses, a series of presentations, and group discussions. Chapter 1.

The Context of Inservice Education, includes three presentations: Philosophical Bases, Trends, and Issues for Inservice Education (keynote address); Vocational Education and Requirements of Inservice Education for the 1980's; and Responsibility and Accountability for Inservice Vocational Education. Chapter II, Industry, Business, and Education Cooperation, contains three presentations which discuss inservice personnel development programs and patterns in Texas, Oklahoma, and New York. Chapter III includes five presentations on competency/performance-based personnel development. Chapter IV, Models, Strategies, and Change, contains the following three titles: A Model to Evaluate Inservice Personnel Development in Vocational-Technical Education; Strategies of Personnel Development for Vocational Education in Canada; and Change in the Schools or the More Things Change the More They Seem to Remain the Same (keynote address). In chapter V, the proceedings include reports of six discussion groups: Principles and Strategies of Inservice Personnel Development; Needs Identification for and Program Evaluation of Inservice Personnel Development; Supervising Teachers: Selection, Renewal, and Rewards; Recertification and Competency-Based Standards; Trends, Issues, and Problems of Inservice Teacher Education; and Career Development for Professional Personnel. Appendixes contain the seminar program and a list of seminar staff. (LMS)

ED 140 083

CE 011 519

Tobin, Robert I. And Others

The Way It's Working: An Evaluation of the Boston Career Exploration Project.

American Institutes for Research in the Behavioral Sciences, Cambridge, Mass.

Spons Agency—Boston Public Schools, Mass. Dept. of Occupational and Vocational Education; Massachusetts State Board of Education, Boston.

Pub Date Jan 77

Note—141p.; For a related document see ED 130 071

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Career Education, Career Exploration, Case Studies, Curriculum Development, Financial Support, *Middle Schools, Models, Pilot Projects, Program Coordination, *Program Effectiveness, Program Evaluation, School Districts, Secondary Education, Staff Utilization, State School District Relationship, *Student Attitudes, *Teacher Attitudes, Teacher Role

Identifiers—Massachusetts, *Massachusetts (Boston)

A study was conducted to evaluate the Boston Public Schools Career Exploration Project. The project model contained assumptions regarding need for a significant amount of funding, a teacher training program, phased implementation with a concentration of effort in pilot schools, substantial amounts of materials, creation of positions of leadership, creation of cross-disciplinary teams, and an evaluation component. The evaluation approach included 77 teacher interviews and 54 student interviews at the 12 pilot middle schools and 7 questionnaires completed by representatives of the 14 partial-implementation middle schools. Major findings and conclusions are (1) that the majority of teachers interviewed are using career education materials and have initiated career education activities in their classes, (2) that the program has increased communication among school team members but still needs to involve more school staff, parents, and representatives of the business community, and (3) that six of the pilot schools now have career information centers. Although the overall model for change was mainly supported by the findings, a refocusing of effort is needed in the next phase with regard to identification and use of students' career choices and interests; greater emphasis on curriculum adaptation and development by individual teachers; time for increasing staff involvement in program development and coordination; and coordination of Boston and State fiscal and program planning efforts. (Appended are individual profiles of the 12 pilot school programs including recommendations.) (JT)

ED 140 084

CE 011 528

K-9 Traffic Safety Resource Curriculum. Level A. Professional Guide.

Governor's Highway Safety Program Office, Raleigh, N.C.; Research Triangle Inst., Durham, N.C.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.; North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date Jun 75

Note—249p.; For related documents see CE 011 528-531. Pages 139 and 188, containing copyrighted songs, were removed

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Curriculum Guides, Decision Making, Educational Objectives, Grade 1, Instructional Materials, Kindergarten, *Learning Activities, Pedestrian Traffic, Primary Education, Resource Guides, Resource Materials, *Safety Education, Skill Development, *Traffic Safety, Traffic Signs, Vehicular Traffic

Identifiers—Bicycles, North Carolina

One of four curriculum guides designed to aid teachers of grades K-9 in implementing a balanced, dynamic traffic safety program, this level A guide contains materials for teachers of grades K-1. Emphasis is on development of perceptual skills, especially in regard to pedestrian safety. Four units are included: Pedestrian Safety, Bicycle Safety, School Bus Safety, and Passenger Safety. Each unit is divided into general topic concepts, with each concept heading including behavioral objectives, a content outline, material for the teacher to present to the class or to use as background information, suggested learning activities, artwork and other worksheets for use as reproduction masters, and resource lists. (Metric measurements are used in this guide.) (TA)

ED 140 085

CE 011 529

K-9 Traffic Safety Resource Curriculum. Level C. Professional Guide.

Governor's Highway Safety Program Office, Raleigh, N.C.; Research Triangle Inst., Durham, N.C.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.; North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date Jun 75

Note—567p.; For related documents see CE 011 528-531

EDRS Price MF-\$1.00 HC-\$30.13 Plus Postage.

Descriptors—Curriculum Guides, Decision Making, Educational Objectives, Grade 4, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, *Learning Activities, Pedestrian Traffic, Resource Guides, Resource Materials, *Safety Education, Skill Development, *Traffic Safety, Vehicular Traffic

Identifiers—Bicycles, North Carolina

One of four curriculum guides designed to aid teachers of grades K-9 in implementing a balanced, dynamic traffic safety program, this level C guide contains materials for teachers of grades 4-6. Four units in pedestrian, bicycle, school bus, and passenger safety are presented, and minicycle and optional farm vehicle safety units are introduced. The scope of all units is widened to include activities in the community. Activities include indepth identification of hazards, opportunities for problem-solving, and exploration of attitudes. The natural laws which affect vehicles and pedestrians are also presented. Each unit is divided into general topic concepts, with each topic including behavioral objectives, content outline, and suggested activities. Each unit also contains material for the teacher to present to the class or to use as background information, artwork and other worksheets for use as reproduction masters, and resource lists. Materials for a safety game are appended. (Metric measurements are used in this guide.) (TA)

ED 140 086

CE 011 530

K-9 Traffic Safety Resource Curriculum. Level B. Professional Guide.

Governor's Highway Safety Program Office, Raleigh, N.C.; Research Triangle Inst., Durham, N.C.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.; North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date Jun 75

Note—295p.; For related documents see CE 011 528-531

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Curriculum Guides, Decision Making, Educational Objectives, Grade 2, Grade 3, Instructional Materials, *Learning Activities, Pedestrian Traffic, Primary Education, Resource Guides, Resource Materials, *Safety Education, Skill Development, *Traffic Safety, Traffic Signs, Vehicular Traffic

Identifiers—Bicycles, North Carolina

One of four curriculum guides designed to aid teachers of grades K-9 in implementing a balanced, dynamic traffic safety program, this level B guide contains materials for teachers of grades 2-3. Content includes pedestrian, bicycle, school bus, and passenger safety units in which perceptual and judgmental skills are emphasized. Bicycle safety is stressed since this is the age at which most youngsters begin driving their bicycles on the street. Each is divided into general topic concepts under which are listed objectives and facts for the teacher to present to the class or to use as background information. Suggested learning activities are listed numerically. Artwork and other worksheets are included as masters for reproduction. Supplemental activities, resource lists, and a subject area cross reference list are also included. (Metric measurements are used in this guide.) (TA)

ED 140 087

CE 011 531

K-9 Traffic Safety Resource Curriculum. Level D. Professional Guide.

Governor's Highway Safety Program Office, Raleigh, N.C.; Research Triangle Inst., Durham, N.C.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.; North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date Jun 75

Note—723p.; For related documents see CE 011 528-531

EDRS Price MF-\$1.33 HC-\$38.17 Plus Postage.

Descriptors—Curriculum Guides, Decision Making, *Driver Education, Educational Objectives, Grade 7, Grade 8, Grade 9, Instructional Materials, Junior High Schools, *Learning Activities, Pedestrian Traffic, Resource Guides, Resource Materials, *Safety Education, Skill Development, *Traffic Safety, *Vehicular Traffic

Identifiers—North Carolina

One of four curriculum guides designed to aid teachers of grades K-9 in implementing a balanced, dynamic traffic safety program, this level D guide contains materials for teachers of grades 7-9. Emphasis is on preparation for the driving task and content is in three units. More sophisticated approaches to pedestrian, bicycle, and school bus safety, plus an optional farm vehicle section, are presented in the first unit (grade 7). The second unit, presented in grade 8, deals with the history of the automobile, automotive safety devices, trip planning, and other activities focusing on the driver's responsibilities. The ninth grade unit deals directly with preparation for driver education with attitude clarification and formation emphasized. Each unit is divided into concepts or general topics for discussion with each topic including lists of behavioral objectives, a content outline, material to use as background information, and suggested activities (some of them action projects). Also included are artwork and other worksheets for use as reproduction masters and resource lists for each section. Materials for a driving awareness game are appended. (Metric measurements are used in this guide.) (TA)

ED 140 088

08

CE 011 557

Hill, Mary Lou

Implementing Career Education. Concept and Process.

California State Dept. of Education, Sacramento. Vocational Education Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—25p.; For related documents see CE 011 557-560

Available from—Publications Sales, California State Department of Education, Post Office Box 271, Sacramento, California 95802 (\$0.65)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *Concept Formation, Educational Objectives, *Elementary

Secondary Education, *Inservice Education, *Instructional Design, Instructional Materials, Occupational Guidance, Program Evaluation, Staff Improvement, Workshops

Designed for use in career education workshops and other staff development activities of persons in schools and the community who are responsible for promoting, planning, implementing, and evaluating career education in a school or district, formulating school policies and procedures, and designing or revising curriculum, this guide was prepared to meet California's staff development needs regarding the techniques and strategies for implementing career education in grade levels K-12. It is intended for use as both a workshop resource and a group or individual self-study guide. The content is presented in two segments, each one consisting of behavioral objectives, content, and three group session discussion points that include time limits and discussion topics and activities: (1) Career Education Concept covers the need and rationale for career education, career development as a conceptual framework, definitions of career education, and the components, principle ideas, and goals of the career education approach to education; and (2) Career Education Process contains guidelines for planning, implementing, and evaluating career education activities, including needs assessment; preparing the implementation design; and promotion, support, staff development, instruction, and guidance activities. Arland N. Benson's nine steps for implementing career education and a list of references conclude this guide. (EM)

ED 140 089 08 CE 011 558
Implementing Career Education. An Administrator's Handbook.

California State Dept. of Education, Sacramento. Vocational Education Services. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76
Note—27p.; For related documents see CE 011 557-560

Available from—Publications Sales, California State Department of Education, Post Office Box 271, Sacramento, California 95802 (\$0.65)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Organization, *Administrative Principles, Administrator Guides, *Administrator Responsibility, *Career Education, *Elementary Secondary Education, Financial Support, Inservice Education, *Program Administration, Program Development, Program Evaluation, Program Planning, Resource Allocations

Utilizing the findings of the research and development activities conducted by California's Career Education Task Force at 36 school district demonstration sites to develop prototype career education models in grades K-12 and adult classes, this handbook was developed to provide administrators with procedures for the infusion of career education into an ongoing school program. Following a brief introduction to career education, five components of career education program infusion are covered: (1) Planning a Career Education Program (a systems approach to implementing career education, and developing the implementation plan which involves developing a rationale for change, determining subject and grade level involvement, developing goals and objectives, determining staff development needs, planning a staff development program, identifying curriculum areas that require revision, providing for resource materials, determining administrative procedures, obtaining and allocating resources, developing a time chart, determining assessment procedures, and ensuring program continuance and growth); (2) Organizing the Program (selecting a manager, establishing task forces and an advisory committee, selecting consultants, and establishing communications channels); (3) Obtaining Resources for the Program (budget categories and sources for funding and other resources); (4) Implementing the Program (getting started, staff development considerations, and materials development); and (5) Evaluating the Program (obtaining feedback, and designing the components for evaluating program management, staff development, materials development, selection and use of materials, implementation, and instrumentation). (EM)

ED 140 090 CE 011 559
Implementing Career Education. Community Involvement.

California State Dept. of Education, Sacramento. Vocational Education Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77
Note—30p.; For related documents see CE 011 557-560

Available from—Publications Sales, California State Department of Education, Post Office Box 271, Sacramento, California 95802 (\$0.65)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, *Career Education, *Community Involvement, Community Organizations, *Community Resources, Elementary Secondary Education, Guidelines, Parent Participation, Parent School Relationship, *School Community Cooperation, *School Community Relationship, Teaching Guides

This handbook for teachers, counselors, and administrators in K-12 schools provides information and a suggested procedure for designing and implementing the community resource component of career education, as found in California's model utilizing community resources as instructional agents and settings. The content is covered under six areas as follows: (1) The need for staff development for school personnel, identifying available community resources, and categories of resources; (2) the benefits of career education and the values of a new learning environment created by utilizing community resources; (3) a seven-step procedure for using community resources; techniques for establishing links with resources; the use of the business sector, labor and community organizations, and students' families as resources; the need for coordination and consolidation to effectively use resources; maintaining community resources, including obtaining feedback, having a personal interview followed by a letter, and using the telephone; the use of the school environment as a resource; and the dissemination of community resource information; (4) examples of exemplary school/community practices that have aided in implementing career education; (5) the need for parental involvement with guidelines and suggested activities for this involvement, and suggestions for parents wanting to help their children plan careers; and (6) an overview regarding community resources for minority students. A glossary of terms and a list of selected references are included. (EM)

ED 140 091 08 CE 011 560
Implementing Career Education. Nine Model Practices.

California State Dept. of Education, Sacramento. Vocational Education Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76
Note—30p.; For related documents see CE 011 557-560

Available from—Publications Sales, California State Department of Education, Post Office Box 271, Sacramento, California 95802 (\$0.65)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *Change Strategies, Community Resources, Cooperative Programs, *Educational Change, *Educational Practice, Elementary Secondary Education, Fused Curriculum, *Group Activities, Guidance Centers, Instructional Innovation, Interdisciplinary Approach, Organizational Communication, School Community Cooperation, Surveys

Identifiers—California
A study of career education was done in California to develop a conceptual model that describes the cooperative activities (interdisciplinary, interdisciplinary, multidisciplinary) within the school setting, identify promising practices that use cooperative activities to enhance the implementation of career education, and make recommendations regarding the incorporation of the results into an inservice program media presentation. A list of six factors (administrative, personnel development, community, guidance, in-

structional, and curriculum) used to organize and structure school programs was prepared to direct the inquiry about cooperative activities (helpful relations, actions, and pursuits carried on between school resources and program factors which are aimed at the accomplishment of a goal). Data were collected from six career education demonstration sites in southern California via a telephone interview with a site contact person followed by onsite systematic exploratory interviews with the contact person, school personnel, students and parents, and members of the business, industrial, labor, and general community. The nine promising school practices identified are curriculum legalization, communications, community resources, instructors' handbook, career guidance centers, careers fair, minisocieties, community classrooms, and construction technology. (Each practice is described and strategies for and considerations affecting implementation are discussed; six conclusions are presented; and the program factors, telephone interview form, and systematic exploratory interview form and technique are appended.) (EM)

ED 140 092 08 CE 011 586
Schroeder, Paul E. Dozier, Earnestine A.

Review of Existing Information Systems and Networks: Applicability to the Design of the SYSTEM. (A Staff Working Paper.)

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Oct 75
Contract—300-750-276

Note—62p.; For related documents see CE 011 178 and CE 011 586-590; Tables may reproduce poorly because of small type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Data Collection, Information Dissemination, *Information Networks, Information Processing, Information Retrieval, Information Services, Information Storage, *Information Systems, *Instructional Materials, Media Selection, *Military Training, National Surveys, Post Secondary Education, Secondary Education, *Systems Development, *Vocational Education

This document represents the first of five components of a project conducted to design a comprehensive information system (termed SYSTEM) for identifying, selecting, and disseminating relevant military curriculum materials to civilian vocational and technical education programs. This particular report identifies, reviews, and analyzes existing information and retrieval systems with the idea that aspects of several of the existing systems could be incorporated into the proposed SYSTEM. The first section presents brief descriptions of 13 information systems, covering funding sources, scope of information coverage, information input sources, products and services, and user groups for each system. The second section consists of nine tables designed to facilitate compilation, review, and comparison of the different information systems. Each table gives the name of the system and the following information: Geographic acquisition and distribution coverage and type of information acquired, primary users, media classification, information acquisition, information selection, information processing, information storage, products and services, and management structure. Conclusions, implications, and recommendations appear in the third section. A summary states that a new information system need not be developed but rather a centralized system which would pull together activities, people, facilities, and products and services from existing information systems and which would add its own products and services when necessary. A bibliography is included. (LMS)

ED 140 093 08 CE 011 587
Dozier, Earnestine A. And Others

Utilization of Military-Developed Curriculum Materials in Civilian Vocational Programs: A School Survey.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76
Contract—300-750-276

Note—116p.; For related documents see CE 011 178 and CE 011 586-590

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Information Needs, *Information Networks, *Information Services, *Information Systems, *Information Utilization, *Instructional Materials, *Media Selection, *Military Training, *National Surveys, *Needs Assessment, *Post Secondary Education, *School Surveys, *Secondary Education, *Systems Development, *Use Studies, *Vocational Education

This document represents the second of five components of a project conducted to design a comprehensive information system (termed SYSTEM) for identifying, selecting, and disseminating relevant military curriculum materials to civilian vocational and technical education programs. This particular report discusses a survey involving 175 educators in 88 secondary and postsecondary schools to determine civilian educator experiences with the acquisition and use of military curriculum materials and to identify desirable characteristics of a centralized SYSTEM. An introductory chapter conveys the need and purposes of the survey. Chapter II, Review of the Literature, contains sections on similarities between military and civilian jobs, the use of military-developed materials in civilian schools, acquiring military materials for civilian use, advantages of using military curriculum materials, and potential problems in using military materials in civilian schools. Chapter III describes the methodology of the survey. In chapter IV, the findings of the school survey are summarized under the following categories: Background information selection and acquisition of materials; use of materials; curriculum materials needs; and desirable characteristics of a new SYSTEM. Chapter V contains conclusions of the survey, implications and recommendations for design of the SYSTEM, and recommendations for further research. Appendixes include survey forms, correspondence related to the survey, and lists of curriculum priority areas. (LMS)

ED 140 094 08 CE 011 588

Budke, Wesley E.

Military Curriculum Materials Identification, Selection, and Acquisition Strategies and Procedures.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Mar 76

Contract—300-750-276

Note—35p.; For related documents see CE 011 178 and CE 011 586-590

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Information Needs, *Information Networks, *Information Processing, *Information Services, *Information Systems, *Instructional Materials, *Library Acquisition, *Media Selection, *Military Training, *National Surveys, *Needs Assessment, *Occupations, *Post Secondary Education, *School Surveys, *Secondary Education, *Systems Development, *Vocational Education

This document represents the third of five components of a project conducted to design a comprehensive information system (termed SYSTEM) for identifying, selecting, and disseminating relevant military curriculum materials to civilian vocational and technical education programs. This particular report explains how curriculum priorities were determined; specifies strategies for selecting curriculum materials; and outlines procedures for identifying, selecting, and acquiring military curriculum materials. The first section discusses surveys conducted of State curriculum coordinators and deans of instruction of postsecondary institutions to determine curriculum priorities. A table shows which occupations received high priority in the State and postsecondary surveys. The second section discusses strategies for selection of materials needed for design of the SYSTEM, selection of courses relevant to curriculum priorities, and selection of materials within a course. A third section covers procedures for identifying, selecting, and acquiring military curriculum materials during the developmental stage of the SYSTEM and makes general recommendations on how to maintain the SYSTEM once it is implemented. Appendixes include survey letters and forms and tables indicat-

ing curriculum priorities at the secondary and postsecondary levels. (The final report of the project, which provides an overview of all project components, and reports of the other four components are available and abstracted separately.) (LMS)

ED 140 095 08 CE 011 589

Budke, Wesley E.

Index of Military Curriculum Materials Related to Civilian Vocational Programs.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—300-750-276

Note—268p.; For related documents see CE 011 178 and CE 011 586-590

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Abstracts, Correspondence Courses, Course Descriptions, Indexes (Locators), *Information Networks, *Information Systems, *Instructional Materials, *Military Training, *Occupations, *Post Secondary Education, *Secondary Education, *Systems Development, *Vocational Education

Identifiers—Air Force, Army, Coast Guard, Marine Corps, Navy

This index represents the fourth of five components of a project conducted to design a comprehensive information system (termed SYSTEM) for identifying, selecting, and disseminating relevant military curriculum materials to civilian vocational and technical education programs. The bulk of this particular document consists of abstracts of the civilian-related resident military courses acquired from the Air Force, Army, Coast Guard, Marine Corps, and Navy during the project. Listings of nonresident correspondence courses and incomplete resident courses are also included in the index. Each one-page course abstract includes course title, military course number, "Dictionary of Occupational Titles" number, Department of Defense number, Office of Education occupational cluster, developer of the course, hours of instruction, military curriculum approval date, and course description. The course description provides information about the type of training offered, prerequisites, kind of instructor and student material available, audiovisual aids suggested for use with the course, and the approximate number of pages of printed material. Each listing contains the title of the course, military course number, source, and occupational cluster. (The final report of the project, which provides an overview of all project components, and reports of the other four components are available and abstracted separately.) (LMS)

ED 140 096 08 CE 011 590

Budke, Wesley E.

A System to Provide Military Curriculum Materials to Civilian Vocational and Technical Educators.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—300-750-276

Note—82p.; For related documents see CE 011 178 and CE 011 586-590; Some parts may reproduce poorly because of small print

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Data Collection, Information Dissemination, Information Needs, *Information Networks, *Information Processing, *Information Retrieval, *Information Services, *Information Storage, *Information Systems, *Instructional Materials, *Library Acquisition, *Media Selection, *Military Training, *Post Secondary Education, *Secondary Education, *Systems Development, *Vocational Education

This document represents the fifth of five components of a project conducted to design a comprehensive information system (termed SYSTEM) for identifying, selecting, and disseminating relevant military curriculum materials to civilian vocational and technical education programs. This particular document suggests the design, operating procedures, and implementation strategies for the SYSTEM. In addition, several SYSTEM alternatives are proposed along with

some speculation about their possible effects on cost and SYSTEM effectiveness. Chapter I introduces the need for the SYSTEM and discusses SYSTEM requirements. The chapter also covers the design, management, and coordination of the SYSTEM. Chapter II treats in more detail the four interrelated components of the design: Acquisition and selection, materials preparation and referencing, duplication and distribution, and user services. Chapter III contains a recommendation for SYSTEM implementation, a strategy for making materials available, a strategy for achieving user awareness and utilization, and an implementation schedule. Chapter IV discusses SYSTEM alternatives, some of which would increase the scope of work and others which would decrease the scope of work. The potential of an expanded system is also examined. (The final report of the project, which provides an overview of all project components, and reports of the other four components are available and abstracted separately.) (LMS)

ED 140 097 08 CE 011 624

Bonner, Harold S. Herndon, Moga

To Develop a System for Interfacing the Administration and Implementation of CETA and Vocational Programs at the Local Level. Final Report.

Prairie View A and M Univ., Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Texas State Dept. of Community Affairs, Austin.

Bureau No—498AH50124

Pub Date Jun 76

Grant—OEG-0-75-0389

Note—115p.; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Adult Education, Cooperative Planning, Delivery Systems, Disadvantaged Groups, *Educational Coordination, Educational Facilities, *Federal Programs, Job Training, *Program Administration, *Public Schools, Rural Education, State Federal Aid, Surveys, *Vocational Education

Identifiers—*Comprehensive Employment and Training Act, *Texas

A study was done to determine the feasibility of using public schools as a delivery system for training the disadvantaged in rural areas, and to identify those factors which have prevented the establishment of meaningful working relationships between manpower training providers and vocational personnel. Utilizing a questionnaire and personal contact at workshops, data were collected from public schools which participated in Texas's Rural Impact Program while a modified Delphi Method was used to obtain opinions from a group of experts comprised of sponsors, administrators, planners, field workers, and project directors of Comprehensive Employment and Training Act (CETA) and vocational programs at the local, State, and Federal levels. Findings led to 16 major conclusions including (1) The Rural Impact Program that was conducted throughout the State of Texas demonstrated that CETA and vocational funds can be combined for the purpose of implementing a broad comprehensive program for the disadvantaged and (2) adult classes can be taught in public schools during regular school hours, but an extensive educational program for the general public will be required. (Recommendations are made regarding State and Federal legal and administrative procedures which would facilitate coordination and cooperation. The appendix comprises about one-half of this report and includes the questionnaires, summary of Delphi observations, and a community services directory on vocational and CETA coordination procedures.) (EM)

ED 140 098 CE 011 704

Valentine, Linnie D., Jr.

Prediction of Air Force Technical Training Success from ASVAB and Educational Background.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-77-18

Pub Date May 77

Note—31p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Aptitude Tests, Armed Forces, *Educational Background, Military Service, *Military Training, *Predictive Validity, Race, *Racial Discrimination, Sex (Characteristics).

*Sex Discrimination, Statistical Surveys, Success Factors, Technical Education, Test Results, Test Validity, Vocational Aptitude Identifiers—*Air Force, *Armed Services Vocational Aptitude Battery

A study was conducted to investigate the validity of the Armed Services Vocational Aptitude Battery (ASVAB) and of educational data for Air Force technical training, to investigate the unique contribution of both educational data and test data in predicting Air Force technical training success, and to assess homogeneity of prediction equations for sub-groups defined by race and sex. Data were collected by using ASVAB-Form 3 for all Air Force nonprior service enlisted accessions from September 1973 through October 1975. The analyses included 43 clusters of enlisted training courses (for example, intelligence, audiovisual, and weather). Both test data and educational background data proved useful for prediction of Air Force technical training performance; moreover, when used in combination with each other, more accurate predictions were possible than through the use of either alone. Generally, test data alone provided more accurate predictions than did educational background alone. In many instances, separate race or sex group prediction equations were not homogeneous (i.e., the sub-group equations differed from each other enough that added accuracy in prediction could be achieved by using a separate equation for each sub-group). Predictions based on educational information were more susceptible to race bias than those based on test data. (Tables of data appear throughout the report.) (LMS)

ED 140 099

CE 011 707

Kern, Richard P. And Others

Guidebook for the Development of Army Training Literature. Combat Training Techniques.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Bureau No.—Z0063101A755

Pub Date Nov 75

Grant—DAHC-19-73-C-0051

Note—358p.; Best copy available

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Audiences, Editing, *Guidelines, Information Retrieval, *Job Skills, *Manuals, *Military Training, Readability, Readability Formulas, Reading Level, Task Performance, Technical Illustration, *Technical Writing, Visual Aids, *Writing Skills

Identifiers—*Army, United States

Written as an aid for writers of Army narrative training literature, this guidebook emphasizes performance-oriented writing (preparation of literature intended to help someone learn and perform job related tasks). The eight chapters contain extensive examples and illustrations. An introductory chapter discusses why and how the guidebook was developed, what it does, and how to use it. Chapter 2 treats the difference between topic-oriented and performance-oriented writing and gives a number of examples of both. Chapter 3 deals with preparing to write performance-oriented training literature and includes sections on determining who the primary user of the materials is and how to select and organize content. Chapter 4 concentrates on estimating the primary user's reading level and estimating the reading gap between the writer and the reader. The chapter also includes a section on what makes writing difficult to read. Chapter 5 includes examples of materials that have been revised, with the "before" on the left hand page and the "after" on the right hand page for comparison. Chapter 6 discusses why, when, and how illustrations should be used and gives "before" and "after" examples. Chapter 7 discusses information retrieval aids for the user and gives examples. Chapter 8 provides a "sampler" of several effective methods of presenting information. The three appendices include a readability formula and lists of reference materials for the technical writer. (LMS)

ED 140 100

08

CE 011 718

Koble, Daniel E., Jr., Comp. Bumstead, James G., Comp.

Annual National Leadership Development Seminar for State Directors of Vocational Education (7th, Columbus, Ohio, September 24-26, 1974). Improving Vocational Curricula in Local Education Agencies. Leadership Training Series No. 42.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date Sep 74

Note—162p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Career Education, Change Strategies, *Curriculum Development, Disadvantaged Groups, Handicapped Students, Information Dissemination, Management Information Systems, Special Education, *State Programs, *State School District Relationship, *Vocational Education

This conference report is a compilation of the presentations given at a national professional development seminar for State directors of vocational education and their key curriculum staff members to increase their knowledge regarding curriculum improvement in the following areas: Persons with special needs, dissemination and implementation processes, management information systems, and career education activities. The 17 conference papers are in seven sections and include the following: (1) Adapting Vocational Education Curricula to Meet the Needs of a Changing Society; Vocational Education Programs to Meet the Special Needs of Persons in Michigan; (2) Indiana Personnel Development for the Implementation of New Curriculum Ideas; Oregon's Personnel Development Approach; (3) Colorado's Management Information System Impacts upon Curriculum Decisions; Management Information Systems for Curriculum Improvement in Washington; Management Information Systems for Curriculum Improvement in Oklahoma; (4) Procedures for Implementing Curriculum Changes in Local Education Agencies; The Role of the State Vocational Agency in Curriculum Improvement for Local Education Agencies; (5) Goals and Mechanisms for Curriculum Development; An Industrial Approach to the Development of Instructional Systems; (6) Curriculum Status for Preparing State Personnel Development Supervisors; and (7) Leadership Responsibilities for Vocational Education in Career Education: A New Look; The Place of Vocational Education Preparation in Career Education; International Perspectives on Career Education. (EM)

ED 140 101

CE 011 719

Hicks, Laurabeth H.

Programs of Guidance and Counseling Becoming of Age: Implications for Vocational Education R & D. Occasional Paper No. 25.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date 77

Note—16p.; Speech presented at a staff development seminar at the Center for Vocational Education.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Counseling Programs, *Counselor Role, Educational Legislation, Federal Legislation, *Guidance Functions, *Guidance Programs, Occupational Guidance, Speeches, Vocational Counseling

Identifiers—Education Amendments 1976

This paper discusses in a general way the roles and commitments of guidance workers and counselors, hopes for guidance and counseling programs in the future, and the author's perceptions of the Education Amendments of 1976 (Public Law 94-482). (These amendments authorized guidance and counseling functions to touch people throughout their life spans in educational settings from elementary through postsecondary levels.) The author states that the guidance legislation in this law is probably more comprehensive than any since 1958 and has great potential for shaping the direction of guidance. She also notes that suggested legislation in the form of an omnibus bill would recognize the importance of counselors and guidance workers and the need for guidance and counseling programs as being central to facilitating an optimal learning climate for human development. Questions and answers about the helping roles of guidance and counseling in various settings are included. (MF)

ED 140 102

CE 011 720

Wirtz, Willard Ford, Gerald R.

Bringing the World of Work and the Institutions of Education Closer Together. Two Commencement Addresses at The Ohio State University. Occasional Paper No. 28.

Ohio State Univ., Columbus. Center for Vocational Education.

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Economic Change, *Employment Opportunities, Employment Patterns, *Employment Problems, Employment Programs, Employment Trends, Federal Legislation, *Federal Programs, Government Role, *Human Resources, Labor Market, Older Adults, *School Industry Relationship, Social Change, Speeches, Unemployment, Youth Employment

Two Ohio State University commencement addresses, one by former Secretary of Labor Willard Wirtz in March 1977 and the other by former President Gerald R. Ford in August 1974, deal with the topic of education and work. Willard Wirtz discusses the problems of unemployment among youth and the elderly and cites the need for national education/work policy to resolve the problems. He mentions programs suggested by President Carter and calls for a new economics which would recognize that there is a limitless amount that needs to be done in the country and in the world, and that while some natural resources are in critically short supply, the human resource is boundless. He suggests a viable economics that "puts people in the first place instead of someplace else on down the line." President Ford proposes a new partnership between labor and educators, suggesting that the universities open their doors to working men and women, not only as students but also as teachers, and that labor open its ranks to researchers and problem-solvers of the campuses whose research can give better tools and methods to workers. Ford says that he will ask Congress to extend two laws—one providing for higher education, the other for vocational education; and that he has asked the Secretaries of Commerce, Labor, and Health, Education, and Welfare to report on new ways of bringing the world of work and the institutions closer together. (LMS)

ED 140 103

CE 011 721

Safety and You on the Job.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Note—159p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Accident Prevention, Curriculum Guides, Fire Protection, *Safety Education, Secondary Education, Transparencies, *Units of Study, *Vocational Education, *Work Study Programs

Designed to assist instructors to be consistent with the Fair Labor Standards Act, which requires schools to provide safety instruction to students involved in any type of work experience or on-the-job training program, this curriculum guide presents a program to prepare students to perform their job function in a safe and healthy fashion. There are four units of content, each with two or three lesson plans consisting of the time allotment, terminal objectives, list of teaching materials (including transparencies), list of references, two to seven pages of content outline and script, and an examination with a key. The titles of the four instructional units and associated lesson plans are (1) Fire Safety (What Fire Is, Its Hazards, Sources, and Prevention; Recognition of Classes of Fire—Controlling Fire—Extinguishing Fire); (2) Material Handling (Manual Handling of Materials, Machine Handling of Materials, Handling of Hazardous Materials); (3) Safety Guarding (Personal Protective Equipment, Machine Guards); and (4) Housekeeping and Review (Housekeeping, Review and Evaluation). Sixty-five transparency masters, most of them containing drawings or illustrations, are appended. (EM)

CG

ED 140 104

CG 011 321

Hollis, Joseph W. And Others

LORS. Learning Oriented Reality Structure...Or How to Keep Your Sanity and Have Fun Besides in All Those Crazy Meetings!

Ball State Univ., Muncie, Ind. Dept. of Counseling, Psychology, and Guidance Services.
Pub Date 21 Oct 76

Note—24p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision (St. Louis, Missouri, October 20-22, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Group Counseling, *Group Experience, *Interpersonal Competence, *Learning, *Program Descriptions, *Psychotherapy, *Role Playing, *Self Actualization, *Sociodrama, *Teaching Methods

The LORS technique is a combination of several techniques such as role projection, simulation, psychodrama, feedback, value clarification, role reversal, dramatization, decision making, process analysis, and others. The significant difference is that, when the techniques are used together, each often undergoes changes to the point that the effect upon participants is increased learning over any one technique used alone. The LORS technique necessitates preparation and causes participants to anticipate action which may or may not occur. As a result, the participants learn how they have produced or perhaps prevented anticipated actions from occurring. Since the LORS technique is a sequence of situations which are dramatized with preparation and discussions between each the students often have extensive involvement with meaningful learning. The situations presented are in skeletal form with only the background information of what occurred to cause the group to come together. The participants are identified with personality characteristics and/or specific information about background but not the detail description of values held and roles to be portrayed. Thus, each participant prepares for the situational dramatization according to his or her perceptions of what a person in that role would be like and how such a person would act within the situation. Reality testing is provided for those anticipated roles and outcomes as the dramatization unfolds. An interesting facet is that in the next situation the same character may be present but is to be portrayed by another participant who must continue from where the "characterization" left off in the last situation. (Author)

ED 140 105 CG 011 322

Harris, Jerry Gaffney, Philip

Field Work and Internship: A Description and Guidelines.

Pub Date 25 Mar 76

Note—23p.; Paper presented at the Annual Convention of the National Association of School Psychologists (8th, Kansas City, Missouri, March 23-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Clinical Experience, *College Curriculum, *Educational Psychology, *Field Experience Programs, *Guidelines, *Higher Education, *Internship Programs, *Practicums, *Program Descriptions, *Trainees, *Work Experience Programs

This paper provides a description of, and the guidelines for, the field work and internship programs of the Department of Educational Psychology at Arizona State University. The following topics are covered: (1) Introduction; (2) Duration and Academic Credit; (3) Applied Project (internship program only); (4) Assignment to Settings and University Supervisors; (5) Competency Levels and Skill Development; (6) Supervision; (7) Student Responsibilities; (8) Beginning the Field Work/Internship; (9) Evaluation; and (10) Eligibility. Five attachments are also included: (1) Competency Checklist; (2) Suggested Sequence; (3) School Psychology Field Work Rating Form; (4) Description of Courses; and (5) Sample Professional Log. These guidelines should be helpful in setting up similar programs on other campuses. (Author JLL)

ED 140 106 CG 011 327

Feinman, Saul

Attribution of Fault to Rape Victims.

Pub Date Apr 76

Note—60p.; Paper presented at the Annual Meeting of the Midwestern Sociological Society (St. Louis, Missouri, April 21-24, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Attribution Theory, *Females, *Justice, *Rape, *Research Projects, *Sex Differences, *Social Attitudes, *Social Psychology, *Values, *Violence
Identifiers—*Fault

An experimental design, the impact of the marital status, physical attractiveness, amount of victim resistance, and immediate reaction of the victim as well as sex of observer on attributions of fault to hypothetical rape victims were investigated. Participants were 440 undergraduate students at the University of Wyoming. Each participant was given a description of a rape scene that varied along the dimensions of the first four factors of the design, and was then asked to answer questions about the victim, including a question of the degree of fault attributable to her. Significant effects on fault attribution were found for all factors except for the physical attractiveness of the victim. Discussion of the findings pointed to a discrepancy between legal and moral concepts of justice and distortions that occur in attribution processes. The discrepancy between legal requirements for conviction based on victim resistance and advice that is given to women on how to deal with sexual assault was also discussed. Inaccuracies in attributions of fault and those aspects of rape statutes concerning victim resistance were criticized. (Author)

ED 140 107 CG 011 356

Daves, Kenneth J.

Parent-Child Relationships Parental Role Models and Reference Others—Their Joint Impact on Juvenile Delinquency.

Pub Date Apr 76

Note—14p.; Paper presented at the Annual Meeting of the Midwest Sociological Society (St. Louis, Missouri, April 21-24, 1976); Figures 2, 3, and 4 may reproduce poorly.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Conformity, *Delinquency Causes, *Delinquent Identification, *Etiology, *Identification (Psychological), *Imitation, *Observational Learning, *Parent Child Relationship, *Parent Role, *Research Projects, *Role Models, *Socialization

The purpose of this study was to determine the relationships between four independent variables and a fifth dependent variable - juvenile delinquency. The four independent variables were: (1) perception by youth of parental acceptance or rejection; (2) normative orientation of parents—conformist or deviant; (3) normative orientation of reference others—conformist or deviant; and (4) the primary source of youth identification—parent or reference others. A theory was developed linking these five factors. Questionnaires were administered to 640 boys and girls in the ninth through the twelfth grades in three high schools and two drop-in centers in North Dakota. Findings revealed that responses to the four independent variables did discriminate between the respondents according to their extent of delinquency involvement. The normative orientation of the youths reference others proved to be the best predictor followed by the parent-child relationships identification of the youth with reference others and parents delinquency. A multiple regression analysis revealed that all four of the independent variables acting together explained $R^2 = .605$ of the variance in the dependent variable. A configuration table depicting all possible outcomes between the independent variables and the dependent variables indicated linearity and proved to be useful in predicting delinquent or conformist behavior. (Author)

ED 140 108 CG 011 358

Otto, Luther B.

Adolescent Peer Group Identifications and the Status Attainment Process.

Spons. Agency—Grant Foundation, New York, N.Y.; Manpower Administration (DOL), Washington, D.C.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Grant—91-55-72-49; GS-29031

Note—40p.; Paper presented at the Annual Meeting of the Rural Sociological Society (New York, N.Y., August, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, *Adolescents, *Aspiration, *Expectation, *Group Status, *Identification (Psychological), *Individual Characteristics, *Males, *Occupational Aspiration, *Peer Groups, *Research Projects, *Social Psychology, *Socioeconomic Status, *Status Need

This paper integrates theory and research on the adolescent society into a comprehensive model of the status attainment process. The anal-

ysis reveals that a multidimensional conception of the adolescent role informs understanding of the dynamics of the status attainment process; that perceived peer status does not mediate antecedent effects on aspirations and attainments controlling on significant other influences; and that personality traits operate as selection mechanisms for peer group identifications, aspirations and attainments. The sample consists of a 17 year-old male age cohort of high school seniors studied in 1957 (N=442) and again 15 years later in 1972 (N=340). Estimates are based on structured equation models. (Author)

ED 140 109 CG 011 366

Rutledge, Essie M.

Analysis and Critique of Black Family Literature.

Pub Date Apr 76

Note—17p.; Paper presented at the Annual Meeting of the Midwest Sociological Society (St. Louis, Missouri, April 21-24, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Black Community, *Blacks, *Black Studies, *Comparative Analysis, *Family (Sociological Unit), *Historical Reviews, *Literature, *Literature Reviews, *Methods, *Social Science Research, *Trend Analysis

This paper is an attempt to analyze and critique the major issues and methodology of Black family literature, noting trends and changes from the 1960's through 1975, emphasizing primarily issues and methodology of the 1970's. Finally, it points out implications of the current literature for future theory and research. (Author)

ED 140 110 CG 011 382

Whelan, William M.

A Geriatric Consultation and Diagnostic Center: One Model for Assessment.

Pub Date Sep 76

Note—16p.; Paper presented at the Annual Conference of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976); Best Copy Available.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Age, *Clinical Diagnosis, *Community Health Services, *Developmental Psychology, *Evaluation Methods, *Geriatrics, *Medical Evaluation, *Models, *Older Adults, *Physical Characteristics, *Program Descriptions, *Psychological Evaluation, *Psychological Services, *Sociopsychological Services

Traditional clinical techniques for the assessment of psychological functioning have proven to be highly inadequate for certain groups of elderly individuals, particularly in the area of differentiating "normal" from pathological aspects of aging. One such group is the population of community residents now being served by the Baer Consultation and Diagnostic unit of the Philadelphia Geriatric Center. These community residents have been referred to the Center primarily with problems of various degrees of organic brain syndrome. A brief description of the three-day evaluation procedure at the Center (which includes physical, social, and psychological services), the team conference, and the family conference is included. The presentation focuses on the on-going process of evaluating available test instruments and either accepting, rejecting, or revising these for use with this particular population as well as the implementation of new, broad-range tools in the assessment package. The paper also describes the usefulness of the latter, in helping to make decisions in regard to treatment and/or alternative living arrangements for the population of elderly community residents served. (Author JLL)

ED 140 111 CG 011 383

White, Randall P. Erickson, E. Gordon

Reference Groups and Significant Others: Toward an Interface.

Pub Date Apr 76

Note—38p.; Paper presented at the Annual Conference of the Midwest Sociological Society (St. Louis, Missouri, April 21-24, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Group Membership, *Identification (Psychological), *Imitation, *Individual Psychology, *Models, *Personality Theories, *Role Theory, *Self Actualization, *Socialization, *Social Psychology, *State of the Art Reviews
Identifiers—*Reference Groups, *Significant Others

A theoretical interface between the terms "reference group" and "significant others" is established. This is due to the terms having a common root in the classic problem of the self's referral to the other. In the elaboration of this interface a merging of such notions as positive and negative reference groups with two types of significant others becomes possible. A more dynamic conceptualization of the self's referral to others is a direct result of this process. (Author)

ED 140 112 CG 011 384
Yarworth, Joseph S. Gauthier, William J., Jr.
The Relationship of Various Aspects of Student Self Concept and Selected Personal Variables to Participation in Various Types of School Activities.

Pub Date Apr 76
Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Athletic Programs, *Co-curricular Activities, Group Membership, High School Students, Research Projects, Secondary Education, *Self Concept, Self Evaluation, *Student Characteristics, *Student Development, *Student Participation

This study was one of the first in the field of school activities to combine psychological variables with previously researched personal variables to attempt to answer questions raised by Rehberg in 1969. It produced psychological profiles of students who participate in school activities; it also dispelled the myth that school activities appeal equally to every student and that school activities are used by large numbers of students to complete their high school life experience. The information provided by the study can be used by researchers to explore the area of student involvement in school life and by administrators to assess who participates in their programs as they try to measure the success or failure of tax dollars spent yearly to develop extra- and co-curricular programs. (Author)

ED 140 113 CG 011 385
Wuensch, Karl L. Lao, Rosina C.
Academic Performance Related to Achievement Motive and Locus of Control.

Pub Date [75]
Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Academic Achievement, *Achievement Need, College Students, Educational Assessment, Goal Orientation, Grade Point Average, Higher Education, *Learning Motivation, *Locus of Control, *Motivation, Personality Assessment, Research Projects, *Self Concept

Nine groups of undergraduate students were formed on the basis of one-third splits of the distributions of their scores on an internality-externality measure and on an achievement motive measure. Academic performance was measured by obtaining grade point averages for all subjects. Analysis of variance showed that internal students made higher grades when compared to external students and that students with high levels of achievement motive made better grades than did students with low levels of achievement motive. Grade differences between high and low achievement motive groups were significant among the internal students but not among the external students. (Author)

ED 140 114 CG 011 386
Fisher, Franklin G., Jr.
Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume 1. Summary Volume.

Ultrasystems, Inc., Irvine, Calif.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Report No.—US-8278-01
Pub Date Dec 76
Contract—20-06-75-11

Note—43p.; For related documents, see CG 011 387 and 388.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Black Colleges, *Black Students, *Caucasian Students, College Students, *Employment Services, Guidance Services, Higher Education, *Job Placement, Program Evaluation, *Student Employment, *Student Personnel Services, Surveys

A survey of 30 colleges, 15 with predominantly black students and 15 with predominantly white students, was conducted in 15 different states. The major objective of this study was to provide knowledge about the effectiveness of the placement process in a representative sample of four-year colleges with predominantly black student population and their white counterparts. The study identifies the formal system and informal network of placement activities as they occur at colleges and focuses on gathering data about the overall placement process, its function, its operation, and its effectiveness. In-person interviews were conducted at the selected colleges with college placement personnel, certain college administrators, certain faculty members, and graduating seniors. Questionnaires were mailed to certain 1974 graduates and employers who recruit at the selected colleges on a regular basis. The data collected was analyzed using SPSS (Statistical Package for the Social Sciences). (Author)

ED 140 115 CG 011 387
Fisher, Franklin G., Jr.
Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume II. Technical Volume.

Ultrasystems, Inc., Irvine, Calif.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Report No.—US-8278-01

Pub Date Dec 76
Contract—20-06-75-11

Note—255p.; For related documents, see CG 011 386 and 388; Tables may be marginally legible due to small type of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Black Colleges, *Black Students, *Caucasian Students, College Students, Employment Services, Guidance Services, Higher Education, *Job Placement, Program Evaluation, *Student Employment, *Student Personnel Services, Surveys, Vocational Counseling

A survey of 30 colleges, 15 with predominantly black students and 15 with predominantly white students, was conducted in 15 different states. The major objective of this study was to provide knowledge about the effectiveness of the placement process in a representative sample of four-year colleges with predominantly black student population and their white counterparts. The study identifies the formal system and informal network of placement activities as they occur at colleges and focuses on gathering data about the overall placement process, its function, its operation, and its effectiveness. In-person interviews were conducted at the selected colleges with college placement personnel, certain college administrators, certain faculty members, and graduating seniors. Questionnaires were mailed to certain 1974 graduates and employers who recruit at the selected colleges on a regular basis. The data collected was analyzed using SPSS (Statistical Package for the Social Sciences). (Author)

ED 140 116 CG 011 388
Fisher, Franklin G., Jr.
Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume III. Case Study Reports.

Ultrasystems, Inc., Irvine, Calif.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Report No.—US-8278-01

Pub Date Dec 76
Contract—20-06-75-11

Note—431p.; For related documents, see CG 011 386 and 387.

EDRS Price MF-\$0.83 HC-\$2.43 Plus Postage.
Descriptors—*Black Colleges, *Black Students, *Caucasian Students, College Students, Employment Services, Guidance Services, Higher Education, *Job Placement, Program Evaluation, *Student Employment, *Student Personnel Services, Surveys, Vocational Counseling

A survey of 30 colleges, 15 with predominantly black students and 15 with predominantly white students, was conducted in 15 different states. The major objective of this study was to provide knowledge about the effectiveness of the placement process in a representative sample of four-year colleges with predominantly black student population and their white counterparts. The study identifies the formal system and informal network of placement activities as they occur at

colleges and focuses on gathering data about the overall placement process, its function, its operation, and its effectiveness. In-person interviews were conducted at the selected colleges with college placement personnel, certain college administrators, certain faculty members, and graduating seniors. Questionnaires were mailed to certain 1974 graduates and employers who recruit at the selected college on a regular basis. The data collected was analyzed using SPSS (Statistical Package for the Social Sciences). (Author)

ED 140 117 CG 011 389
Alvir, Howard P.
A Definition of and Evaluation Design for Community Education Programs. Technical Assistance Outline.

Pub Date 77
Note—15p.; For related document, see ED 120 617

Available from—Howard P. Alvir, 27 Norwood Street, Albany, New York 12203 (Loan copies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Articulation (Program), Community Development, *Community Education, *Evaluation Methods, *Management by Objectives, *Models, *Needs Assessment, *Program Coordination, Program Design, Resource Guides, Statewide Planning, Technical Assistance

This resource guide provides a definition of and an evaluation design for community education programs. The author defines a community education program as a planned response to ongoing community needs which is operationalized through coordination and scheduling of locally available resources to given target populations. The following evaluation techniques are suggested and defined: (1) model identification, (2) legal analysis, (3) colleague criteria evaluation, (4) statewide overview and (5) tracking. (NS)

ED 140 118 CG 011 390
Alexander, Ronald G.
Toward a Moral Criterion for Use by Behavior Modifiers.

Pub Date [76]
Note—25p.; Paper presented at the Annual Meeting of the Midwestern Association of Behavior Analysis (2nd, Chicago, Illinois, May 1-4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Behavioral Counseling, *Behavior Theories, *Counselor Attitudes, Criteria, *Ethical Values, Operant Conditioning, *Philosophy, Psychologists, Standards, State of the Art Reviews, *Values

The first part of this paper is devoted to a review and criticism of B.F. Skinner's identification of moral or ethical principles with positive negative reinforcers. The second part is devoted to defending the thesis that behaviorists as scientists are not morally neutral as F.H. Kanfer claims. This paper seeks to determine which set of moral criteria psychologists seek out for moral guidance in a morally pluralistic society, and responds, tentatively, by suggesting that a moral principle can be extracted from the realm of behavior modification itself—that is, from Skinner's operant conditioning. (Author/CKJ)

ED 140 119 CG 011 391
Aiello, D. Robert Rogers, C. Jean
The Effects of Presentation Variables Upon Clustering and Recall Performance in the Elderly.

Pub Date [74]
Note—10p.

Available from—Paper presented at the Annual Meeting of the Southwestern Psychological Association (Albuquerque, New Mexico, April 29-May 1, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Classification, Cognitive Development, Developmental Psychology, *Gerontology, *Learning, Memory, *Older Adults, Organization, *Recall (Psychological), Research Projects, Senior Citizens

Forty elderly adults were required to memorize a list of 15 simple nouns belonging to three separate categories. The arrangement of the list of nouns (randomized or completely categorized) and instructions (instructed that the nouns could be in terms of categories or not instructed) were

manipulated as factors. Individuals participating in the categorized-instruction condition recalled an exceptionally high percentage of nouns and demonstrated a high degree of category clustering of those nouns. The results of the study were interpreted as indicating that the elderly person's performance when dealing with to-be-recalled stimulus material varies as a function of the organizational demands placed upon him. (Author)

ED 140 120 CG 011 393

Fontaine, Diane

What Makes a Good Alcohol Counselor?

Pub Date Oct 76

Note—4p.

Journal Cit—Association of Halfway House Alcoholism Programs of North America, Inc. Counselors on Alcoholism Newsletter p 2-4, Sep-Oct. 1976.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alcoholism, Counselor Attitudes, *Counselor Qualifications, Drug Addiction, Empathy, Guides, Individual Characteristics, *Morale, *Personal Values, *Personnel Selection, Professional Training

In response to the increased number of casualties, "burn-outs" and relapses among alcohol counselors, the author maintains that large numbers of entering counselors lack the personal and professional skills needed to become quality counselors in the field. Some enter the field with insincere motives -- martyrs looking for souls to save. Others cannot tolerate the stress. Persons who become counselors on alcoholism through personal and professional experience stand a better chance at becoming quality counselors in the field. Usually they are recovered alcoholics who practice A.A. principles and who have developed a "forever student" attitude about their role in the alcoholism profession. (NWS)

ED 140 121 CG 011 394

Eckstein, Daniel Boatwright, Sandra

A Follow-Up Study of Liberal Arts Graduates from a Women's College.

Pub Date [75]

Note—53p.; Tables are of marginal legibility and may reproduce poorly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, *Careers, *College Graduates, *Employment Patterns, *Females, Followup Studies, *Graduate Study, Higher Education, *Liberal Arts Majors, Research Projects, Student Personnel Services, Womens Education, Working Women

In an effort to determine whether graduating students from a women's college found suitable employment, whether they continued their formal education, and whether such women entered emergent career fields, 246 followup questionnaires were sent to all B.A. graduates and 178 questionnaires to all A.A. graduates from 1972-1974. Out of a total of 424 questionnaires, 301 (71%) were returned. Results indicated that 89% of the B.A. graduates were working full-or part-time; 16% of the women were in school full or part time; 10% listed their full-time employment; and only 3% of the graduates were not working or actively seeking employment. Among A.A. graduates 73% furthered their education--55% were working full-time, with 66% in school. Only 4% were unemployed and looking for work. Almost 60% of the students had no previous work experience. Women graduates still predominate in the "traditional" areas of female employment (clerical, sales, teaching, and medical health related vocations). Specific suggestions are provided for increased emphasis on part-time and volunteer work, summer jobs, supervised internship, and expanded placement services, as ways to improve the employment outlook for women graduates. (Author/JLL)

ED 140 122 CG 011 395

Cook, Linda Rossett, Allison

The Factors Underlying Sex Role Perception and Their Implications for Educators and Counselors.

Pub Date 76

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attitudes, *Counselor Role, Cultural Factors, Educational Development, *Family Management, *Females, High School

Students, Inner City, Interaction Process Analysis, *Occupational Aspiration, Perception, Research Projects, *Sex Role, *Social Relations

Six hundred seventy one inner city high school women were administered an attitude scale designed to measure their sex role perception. The data was subjected to principal factor analysis with a varimax rotation. Four underlying factors comprising sex role perception were determined. The factors and their implications for educators are discussed. Specific curricular strategies and resources for expanding sex role perception are discussed and related to the four factors. (Author)

ED 140 123 CG 011 396

Carsrud, Alan L. Palazzolo, Salvatore A.

Sex and Sex-Role Orientation as Determiners of Preference for Humorous Statements: A Test of Hobbes Superiority Theory of Humor.

Pub Date [74]

Note—7p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Albuquerque, New Mexico April 29-May 1, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Aggression, Androgyny, College Students, *Humor, *Identification (Psychological), Individual Psychology, Personality, Psychological Characteristics, Research Projects, *Sex Differences, *Sex Role, *Social Psychology

Identifiers—*Hobbes (Thomas)

Assuming superiority is a function of sex-role, it was hypothesized that "masculines" would prefer aggressive humor against females more than would "androgynous" or "feminine" subjects. However, results indicated that sex, rather than sex-role, affected preference for humor directed against members of the opposite sex. Several explanations are postulated. (Author)

ED 140 124 CG 011 397

Campbell, John P.

Structures for Organizational Effectiveness Criteria and Their Implications.

Pub Date Sep 76

Note—13p.; Paper presented at the Annual Conference of the American Psychological Association (84th, Washington, D.C. September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Accountability, *Administrative Organization, Efficiency, Guides, *Management by Objectives, Models, *Organizational Effectiveness, *Planning, *Research Design

This guide discusses organizational effectiveness, and is divided into the following sections: (1) Preface; (2) Effectiveness as a Construct; (3) The Task Objective Model; (4) How to Assess Effectiveness; (5) Research to be Done; and (6) References. (Author/JLL)

ED 140 125 CG 011 398

Meck, Donald S. LeUnes, Arnold

The Assessment of Marital Instability in a Semi-Rural Setting: Cultural Considerations.

Pub Date [75]

Note—15p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Albuquerque, New Mexico, April 29-May 1, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Community Influence, *Cultural Factors, Evaluation, Females, Males, *Marital Instability, Marriage Counseling, Norms, Personality Assessment, Research Projects, *Rural Environment, *Sex Role, Social Factors

Semi-rural first-married couples (N=29) seeking marital counseling from a small community mental health center were administered Cattell's Sixteen Personality Factor Questionnaire (16PF) as part of the intake procedure of the agency. Male and female mean scores for each of the 16 personality factors were derived and compared to the Cattell and Nesselroade (1967) means for unstable married couples. The mean profile for the males was significantly different on seven of the sixteen personality factors. For the females, nine of the sixteen proved significant. Differences were discussed in relation to the cultural influences of the community. The necessity of developing local norms when using psychometric instruments in marital counseling was called for. (Author)

ED 140 126

McBrien, Robert J. Meude, Randolph

Problems Reported by Students in Educational Methods Courses.

Pub Date [73]

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Adjustment Problems, *College Students, Employment Opportunities, Higher Education, *Personal Adjustment, Research Projects, *Social Adjustment, Stress Variables, Student Adjustment, Student College Relationship, *Student Problems

The purpose of this study was to identify the most frequently reported problems and problem categories—or subscales—as defined by the college form of the Mooney Problem Checklist (Mooney and Gordon, 1950). Subjects were three groups of students: 49 members of a health class, 35 potential resident advisors, and 23 members of elementary education methods courses. The number of problems circled ranged from two to 90 with an average of 28 problems. Problems most frequently circled concerned personal, social, and course work areas. With the exception of the Education Methods students and their concern for obtaining a teaching contract, there were few differences in the problems reported by the participants of this study and their predecessors of the 1960's. The findings emphasize the need for campus programs that encourage personal-social growth of individual students. (Author/JLL)

ED 140 127

Lytton, Hugh

Aspects of Compliance in a Reciprocal Family System.

Pub Date Jun 76

Note—6p.; Paper presented at the Annual Conference of the Canadian Psychological Association (Toronto, Ontario, June 9-11, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Development, Developmental Psychology, *Discipline, *Family Influence, Interaction Process Analysis, Males, Moral Development, *Parent Child Relationship, Personality Development, *Power Structure, Punishment, Research Projects, Rewards, Social Reinforcement

Identifiers—*Compliance

This paper examines some of the aspects of compliance, its antecedents and consequences, that emerged from a study of 136, 2 1/2 year-old boys. The investigation studied parent-child interaction by means of naturalistic home observation, ratings based on observation and interviews, and experimental procedures. Four compliance criterion measures, including a rating of internalized standards (which was significantly associated with overt compliance) were correlated with other child and parent variables. Compliance was found to be positively correlated with child independence and maturity of speech and negatively with a rating of attachment. Multiple regression analyses of the criteria with parent variables indicated that consistently enforced discipline, psychological rewards, encouragement of independence and maternal play contributed importantly to the positive prediction of compliance, whereas material rewards and physical and psychological punishments were negatively associated with it. A weak association between mother's education and compliance was noted. The findings of the correlational analysis support a cognitive theory of moral development and point to the importance of a consistent parental authority role. A sequence analysis, however, demonstrated effectiveness of "power assertion" in the immediate stimuli controlling compliance. Implications for early development are discussed. (Author)

ED 140 128

Luszc, Mary A.

The Influence of Age and Intrastimulus Organization on Recognition Memory of Information in Complex Pictures.

Spons Agency—Public Health Service (DHEW). Washington, D.C.

Pub Date [76]

Grant—HD00973; HD02588

Note—26p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Toronto, Ontario, June 9-11, 1976); Tables may be marginally legible due to small type of the original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age Differences, *Developmental Psychology, *Human Development, Learning, *Maturation, *Memory, Pictorial Stimuli, *Recognition, Research Projects, *Retention

Recognition memory of components of complex pictures was assessed developmentally for kindergartners, third and sixth graders, and college students. It was assumed that the relations among items in multi-component line drawings are constrained by at least two organizational dimensions, structure and content, which influence retention of pictured information. Each subject viewed slides of structurally integrated and unintegrated versions of coherent and anomalous scenes. One component in each scene served as a target on a yes/no recognition test. With regard to the organizational dimensions, the results showed clear effects of scene content across developmental levels. Developmental differences were observed in two aspects of the recognition memory task: Kindergartners used more conservative response criteria than older subjects, and the recognition accuracy of college students was superior to that of the children. (Author)

ED 140 129 CG 011 404

Lambert, B. Geraldine

Behavior Clinics: A Method to Change Attitudes?

Pub Date [76]

Note—7p.; Paper presented at the Annual Convention of the National Association of Student Personnel Administrators (Dallas, Texas, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Change, Behavior Rating Scales, *Change Strategies, Changing Attitudes, *Discipline Problems, Program Descriptions, *Psychoeducational Clinics, Secondary Education, Secondary School Students, Student Attitudes, Student Behavior, *Student School Relationship, Student Teacher Relationship, Teacher Attitudes

Behavior Clinics are now being used in an urban-rural area of five secondary schools as substitutes for suspension. Various infractions of school rules which can lead to placement in the behavior clinic are: truancy, fighting, use of obscene language, smoking, disrespectfulness, and/or suspension. During the 1975-76 school year, a random sample of 50 students in grades 7 through 12 was studied. The rating scales SPAT (School-Pupil-Attitude Teacher) and SPAS (School-Pupil-Attitude Student) were constructed by the researcher to be utilized by teachers and students. Sample rating scales are provided in the paper. Results indicate that both teachers and students feel that behavior clinics are worthwhile and beneficial; however, clinics are not changing such feelings as "loneliness" and "pride," but may be giving reinforcement and support to positive attitude change. (Author/JLL)

ED 140 130 CG 011 405

Kaplan, Susan L.

The Assertion of Power: Ideals, Perceptions, and Styles.

Pub Date 6 Sep 76

Note—12p.; Paper presented at the Annual Conference of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Assertiveness, *Behavior Patterns, College Students, *Dating (Social), *Friendship, Individual Power, *Interaction Process Analysis, Interpersonal Relationship, *Power Structure, Research Projects, *Sex Role, Social Values

This paper describes an assessment of interpersonal power in a sample of college-age dating couples using both self-report and behavioral measures. While self-reports revealed egalitarian ideals, less than half the respondents perceived their current relationship as egalitarian in practice; rather, these relationships tended to be male-dominated. Behavioral measures of outcome power based on joint discussions by each couple also indicated slight male dominance. Interestingly, the sexes differed in verbal styles used to achieve power. Males rated as powerful by outside observers proposed more opinions and facts than their partners, whereas females rated as powerful opposed and questioned their partners. Little correlation was found between different measures of power, a result which agrees with other research on power and suggests that power ideals, perceptions, outcomes, and styles

are distinct domains of a multi-dimensional concept. (Author)

ED 140 131 CG 011 406

Hartman, Lorne M. Piser, Ernest G.

Intervention Strategies for Populations at Risk: A Behavioral Approach to Prevention.

Pub Date [75]

Note—13p.; Paper presented at the Annual Convention of the Canadian Psychological Association (Toronto, Ontario, June 9-11, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adolescents, *Behavior Change, Demography, *Identification, *Intervention, Maladjustment, Mental Health, *Prevention, *Psychological Patterns, Research Projects, Self Esteem, Stress Variables

Identifiers—*High Risk Students

This report presents a preliminary series of investigations dealing with the detection of populations at psychological risk. The investigation relies primarily on the variable of vulnerability, as defined empirically by self-esteem, psychological discomfort, and social skills. Two vulnerability groups, high (HV) and low (LV) are compared on their psychophysiological and self-reported reactions to environmental stress as predictors of potential maladjustment. Finally, the description of a behavioral program for preventing the onset of disorder is presented. The techniques described were selected because of their specific relevance to those skill deficits identified in this particular group of high-risk adolescents. (Author)

ED 140 132 CG 011 407

Gasek, George

Communication and the Elderly Patient.

Pub Date [Nov 76]

Note—23p.; Paper presented at the Annual Educational Meeting of the Canadian Association on Gerontology (Vancouver, British Columbia, November 11-13, 1976); Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Communication Skills, Comprehension, *Evaluation, *Geriatrics, Health Services, Management, *Older Adults, *Patients (Persons), Program Descriptions, Psychomotor Skills, Senior Citizens, *Skill Analysis, *Speech Pathology

Successful management of the elderly patient is related in part to how effectively he and members of the health care team can communicate with each other. If comprehension and/or expressive abilities are impaired, as they frequently are in the geriatric population, then efficient patient management becomes difficult. Unfortunately, this difficulty is often compounded by the staff members' lack of understanding about the extent of the patient's communication deficits. Consequently, the patient's communication abilities are either underestimated or overestimated, resulting in a number of problems which tend to increase management difficulties. In order to minimize these problems, the speech pathology service at the St. Boniface Hospital has implemented a training program designed to teach members of the health care team how to do a quick, simple and reliable assessment of their patients' basic comprehension and expressive skills for management purposes. This assessment procedure will be described with respect to its administration and practical interpretation. (Author)

ED 140 133 CG 011 408

Rand, Colleen S. Stunkard, Albert J.

Obesity and Psychoanalysis.

Pub Date 8 Apr 76

Note—15p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, California, April 8-11, 1976); Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Body Image, *Dietetics, *Eating Habits, Exercise (Physiology), Family Influence, Individual Development, Patients (Persons), Physical Fitness, Psychiatry, *Psychopathology, Research Projects, *Therapy

Identifiers—*Obesity

This report describes a collaborative study undertaken by 72 psychoanalysts in an effort to (1) collect systematic data about obese patients in psychoanalysis and (2) assess the effect of psychoanalysis in the treatment of obesity. A total of 84 obese and 63 normal weight patients was studied. Each analyst completed a detailed questionnaire on his patients. A few of the main findings follow. Obesity was the chief complaint for only 6% of the obese patients. However, their weight loss compared favorably to those achieved with traditional medical efforts: 55% lost more than 20 pounds and 18% more than 40. Traditional medical efforts: 55% lost more than 20 pounds and 18% more than 40. In addition, treatment was associated with a significant lessening of body image disparagement. Confirming other reports, obese patients were reported to be significantly less active than normal weight patients and a strong familial aggregation of obesity was described. Disturbed eating patterns were found with significantly greater frequency among obese patients. (Author)

ED 140 134 CG 011 409

Pooley, Richard C.

The Pendleton Project: Semi-Annual Narrative Report, July 12, 1976.

Pendleton Project, Virginia Beach, Va.

Spons Agency—Virginia State Div. of Justice and

Crime Prevention, Richmond.

Pub Date 12 Jul 76

Grant—75-A3006

Note—135p.; For related document see CG 011 410

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Anti Social Behavior, Behavior Change, *Community Service Programs, *Delinquency Prevention, Delinquent Behavior, Juvenile Courts, Law Enforcement, Maladjustment, *Problem Children, Program Descriptions, Program Evaluation, *Social Agencies, Socially Deviant Behavior, Social Responsibility

Identifiers—*Pendleton Project

The Pendleton Project is a category C-1 Juvenile Delinquency Prevention Program serving the cities of Chesapeake and Virginia Beach in Southeastern Virginia. It is a community-based treatment center directed toward reeducating children with behavioral problems and their families so that future maladaptive behavior is unlikely to recur. The Project resources are designed to treat behavior disorders that may be a function of inappropriate learning, perceptual or learning disabilities or emotional adjustment difficulties. Program effects on the juvenile justice system are intended to: (1) reduce the necessity for interaction between law enforcement and children; (2) reduce the probability of adjudication by providing reasonable alternatives; and (3) prevent the necessity for incarceration by providing appropriate treatment in the natural environment. Program objectives may be stated as: (1) to discover the ongoing antecedent behaviors that may lead to future antisocial behavior and result in a maladaptive life style; (2) to develop a comprehensive treatment program to correct antisocial development as early as possible; (3) to develop new resources and coordinate existing resources; and (4) to measure the effectiveness of the work. (Author/JLL)

ED 140 135 CG 011 410

Pooley, Richard

The Pendleton Project: Semi-Annual Narrative Report, January 10, 1977.

Pendleton Project, Virginia Beach, Va.

Spons Agency—Virginia State Div. of Justice and

Crime Prevention, Richmond.

Pub Date 10 Jan 77

Grant—DJCP-76-3411

Note—141p.; For related document, see CG 011 409

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Anti Social Behavior, *Community Service Programs, Correctional Education, *Delinquency Prevention, Delinquent Rehabilitation, *Management by Objectives, Needs Assessment, *Problem Children, Program Descriptions, Program Evaluation, Social Agencies

Identifiers—*Pendleton Project

The purpose of this review was to assess the program's organization and management and to determine what improvements, if any, were needed. The report focused on five major areas: (1) organization structure and management

process; (2) personnel development; (3) client treatment; (4) financial management; and (5) facilities. An analysis of unit costs of care, staff workload and the child treatment program are included. The review of client records and interviews with treatment staff numbers in both residential and out-client services indicated that treatment objectives for each client are defined, well-documented, and in consonance with the overall objectives of the program. (Author/NWS)

ED 140 136 CG 011 411

Norris, Jim

Community College Career Counseling and Computer Use. Sabbathical Report, Spring 1976.

Pub Date Nov 76

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bibliographic Citations, *Career Planning, *Community Colleges, *Computer Oriented Programs, *Counseling, Counselor Role, *Information Dissemination, Junior Colleges, Models, *Occupational Guidance, Systems Approach, Theories

The author stresses the benefits of utilizing computer information in career planning at the community college level. He cites Tondow's rationale for computer use: (1) exponential increase in information; (2) exponential increase in dissemination capabilities; and (3) accelerated curve of change. Computers should never supplant the counselor; rather, they should be used as impartial tools to aid him/her in the increasingly complex process of career counseling. Informational opportunities for counselors continue to expand as federal, state and county governments increase their efforts to develop coordinated, comprehensive and regularly up-dated systems. The document provides descriptions of 30 computer-based career counseling systems, as well as specific career counseling model references. (Author/NWS)

ED 140 137 CG 011 412

Skilbeck, William M. Collins, Barry E.

Transmission and Compliance with Expectations in a Simulated Supervisor-Worker Interaction.

Pub Date 76

Note—21p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, California, April 8-11, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Patterns, Cues, *Expectation, *Interaction Process Analysis, *Performance, *Reactive Behavior, *Role Perception, Simulated Environment, Student Research Identifiers—*Compliance, *Pygmalion Effect

Two experiments were conducted to examine self-fulfilling expectancy influence in a simulated supervisor-worker interaction. The first experiment led supervisor subjects to expect either high or low compliance from their workers. All workers completed a set of five tasks twice, once when instructed to work fast and once when instructed to work accurately. Speed and accuracy of worker performance was measured, as was the frequency of supervisors' repetition of work instructions. Results indicated that expectancy influence was found only when workers were told to work fast on the first completion of the tasks, and that high-compliance expectation supervisors repeated work instructions more frequently than low-compliance expectation supervisors. A second experiment failed to replicate the successful expectancy effects found in the first. However, results from the second experiment did confirm and extend earlier findings with respect to the cueing of expectations by supervisors, and the apparent awareness of these cues by workers. These two studies were interpreted to indicate that expectancy influence is fragile and difficult to demonstrate. They focus attention on the recipient of an expectancy communication, and they point toward overt mediation of expectations. (Author)

ED 140 138 CG 011 413

Sengstock, Mary C.

The Culpable Victim in Mendelsohn's Typology.

Pub Date Feb 76

Note—14p.; Paper presented at the Annual Meeting of the Midwest Sociological Society (St. Louis, Missouri, April 21-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Aggression, Behavior Patterns, Crime, *Rape, State of the Art Reviews, *Typology, *Violence
Identifiers—*Criminal Victims, *Guilt

This paper provides a review of Benjamin Mendelsohn's delineation of a typology of criminal victims. The typology consists of six categories: (1) completely innocent victims; (2) victims with minor guilt; (3) voluntary victims; (4) victims more guilty than the offender; (5) victims who alone are guilty; and (6) the imaginary victims. It is noted by the author that of the six categories, only two are concerned with victims whose guilt is less than the guilt of the perpetrator, and an argument is presented that the strong orientation toward the culpability of the victim lies in the preponderance of rape studies on the victimology literature. It is suggested that one of the greatest needs in victimology is for data collection on victimization for a wide variety of offenses—rather than primarily on rape which may not be generalizable. (Author/YRJ)

ED 140 139 CG 011 414

Rogers, Marshall K. King, Michael

Domain Specificity in Tolerance for Ambiguity.

Pub Date [76]

Note—18p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, California, April 8-11, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Ambiguity, *Behavior Patterns, Experience, *Individual Psychology, *Reactive Behavior, Research Projects, Situational Tests, *Social Behavior

This study tests the hypothesis that persons will express relatively independent degrees of preference for ambiguity in different experiential domains. An original measure consisting of four subscales was developed to assess individual differences in the theoretical, social, economic and aesthetic domains, and was administered to a student sample. Comparisons between split half reliabilities of each subscale, and correlations with other subscales support the hypothesis in the theoretical, social and aesthetic domains. Results are interpreted as indicating that tolerance for ambiguity may be stable within but not across experiential domains. It is suggested that appropriate measurement may best be achieved by conceptualizing tolerance for ambiguity as a domain specific trait. (Author)

ED 140 140 CG 011 415

Story, Norman L.

Continuous Utilization of Biofeedback in Psychotherapy.

Note—3p.; Paper presented at the Annual Meeting of the National Council on Family Relations (New York, N.Y. October 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Change, Electromechanical Technology, *Emotional Response, Kinesthetic Perception, *Progressive Relaxation, *Psychophysiology, *Psychotherapy, Therapy
Identifiers—*Biofeedback

This brief article describes a session with a client utilizing a device known as the Electromyometer (EMG) and biofeedback processes. The author explains how his procedure encompasses aspects of Dynamic Psychotherapy, which is a therapeutic approach utilizing galvanic skin resistance in psychotherapy, and EMG which has been primarily used on neuromuscular retraining by the detection of infinitesimal neuromuscular potential, and bringing these potentials to the awareness of the patient. (YRJ)

ED 140 141 CG 011 416

Stokes, Neil A., III Dabbs, James M., Jr.

Sequential Analysis of Visual and Verbal Behavior During Dyadic Conversation.

Pub Date [75]

Note—11p.; Paper presented at the Annual Conference of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior, *Communication (Thought Transfer), *Eye Fixations, *Interaction Process Analysis, *Nonverbal Communication, Observation, Psychological Studies, *Verbal Communication

The etiological approach to psychological research is discussed, particularly regarding research on visual and vocal behavior. Thirty-four adult female dyads discussed topics on which they agreed and on which they disagreed. Each subject's looking and talking was recorded by observers on a computer in a time frame data structure. Data were analyzed by the program JOINT,

which computed simple and transitional probabilities for the 16 mutually exclusive and exhaustive states of talking and looking. The four most common states are examined, along with transitions involving the remaining states that could represent floor changes between the speakers. Additional data analysis and research applications are suggested. (Author)

ED 140 142 CG 011 417

Zucker, Robert A. Langer, Ginnette B.

Is Unwanted Pregnancy Motivated?

Pub Date [Apr 76]

Note—14p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Albuquerque, New Mexico, April 29-May 1, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Patterns, *Contraception, Identification (Psychological), Illegitimate Births, *Mother Attitudes, *Motivation, *Pregnancy, Research Projects, *Sexuality, *Unwed Mothers, Womens Studies

Unwed pregnancy in young women was conceptualized as a motivated goal interactively determined by both personality and situational factors. The primary behavioral correlate indicative of this predisposition is inadequate use of readily available birth control techniques (B.C.) for the sexually active female. In addition, sex frequency and the situational variable of degree of stability of the sexual relationship were also expected to be related to the motivation for motherhood. If this model is appropriate, then significant interactive differences should be found in fantasies about having children as a function of these variables, with stronger motivation (more fantasy) expected in inadequate B.C. users, involved in higher sex frequency, in more stable relationships. In addition to the obvious fantasy effects, it was expected that motivational differences of the same sort would also be reflected by measures of sex role style and gender identification on a more unconscious level. Subjects were 129 sexually active unmarried college women. The evidence is supportive of the hypothesis that unwed pregnancy is a motivated event rather than simple bad luck. Conclusions also concern themselves with the possibility that situational events (stability of relationships) may change personality structure. (Author)

ED 140 143 CG 011 418

Warren, Lynda W. And Others

The Relationship of Chicano Acculturation to Self-Report Anxiety and Attitudes toward Counseling and Psychotherapy.

Pub Date [75]

Note—11p.; Not available in hard copy due to marginal legibility of original document. Paper presented at the Annual Convention of the Western Psychological Association (Los Angeles, California, April 8-11, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Acculturation, *Anxiety, Attitudes, *Cultural Factors, *Cultural Pluralism, *Mexican Americans, Psychological Services, *Psychotherapy, Research Projects, Role Conflict, Sex Differences, Social Psychology

Chicanos comprise the second largest and yet least acculturated minority in this country. Existing literature suggests that acculturation is stressful for Chicanos because they are caught between two cultures with frequently conflicting values and role demands. However, current research indicates that Chicanos strikingly underutilize mental health facilities. This study hypothesized that the more acculturated Chicanos would report more manifest anxiety and more favorable attitudes towards psychotherapy than the less acculturated Chicanos. Findings suggest that young or highly acculturated Chicanos may be experiencing more role conflict than their male counterparts. (Author/MML)

ED 140 144 CG 011 419

Vance, Hubert And Others

The Utilization of Consumer Surveys in Assigning Priorities to the Allocation of School Psychological Services.

Pub Date [74]

Note—15p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (Dallas, Texas, March 1976); Best copy available.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Attitudes, *Counselor Role, Intervention, Manpower Utilization, *Psychological Services, Research Projects, Role Perception, *School Psychologists, School Surveys, *Special Education, *Staff Role, Teacher Attitudes

A survey was undertaken of 53 school leaders and 16 administrators of Special Education as to the functions of a school psychologist to determine what type of psychological services should be given priority. The scale contained 46 clearly and legitimately defined functions which school psychologists might perform within a school district. Evidence from the study indicated that it is possible to devise an instrument which can have high reliability value when used to match school psychological resources and priorities of functions for the psychologists and the consumer (school). The study suggests implications for trainers of school psychologists and employers of school psychologists (consumer/school). (Author)

ED 140 145 CG 011 420
New Headings: Navy Alcoholism Prevention Program. Third Edition.

Bureau of Naval Personnel, Washington, D.C.
Report No.—NAVPERS-15302

Pub Date Mar 76

Note—22p.; For related document, see CG 011 421

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alcoholism, *Clinics, *Counseling, Drinking, *Military Personnel, *Prevention, Program Descriptions, Socially Deviant Behavior

Identifiers—*Navy

This brief booklet outlines the goals and rationale behind the Navy Alcoholism Prevention Program (NAPP). The program is built upon the assumption that alcoholism is a preventable and treatable illness. More than half the directors, counselors, and support staff at NAPP are sober alcoholics whose primary objectives involve aiding other alcoholics to help themselves. The program varies in length, usually from six to eight weeks, depending upon the seriousness of the problem. In Alcohol Rehabilitation Centers (ARC) and Alcohol Rehabilitation Units (ARU) immediate health problems are attended to, diet is regulated and vitamin intake is managed. There are films, group therapy, psychodrama, relaxation therapy and individual counseling sessions. In addition, patients attend Alcoholics Anonymous (AA) meetings up to five times a week. The booklet provides the names and locations of facilities around the world that make up NAPP. Counseling services are available to every Navy man or woman, regardless of type of duty or location. (Author/NW)

ED 140 146 CG 011 421
Bucky, Steven F.

The 1976 Evaluation of the Navy's Alcohol Rehabilitation Programs.

Pub Date 76

Note—24p.; For related document, see CG 011 420; Tables may reproduce poorly; Paper presented at the Annual Conference of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

Available from—Steven F. Bucky, Naval Alcohol Rehabilitation Center, Naval Station, Box 80 Evaluation and Analysis Department, San Diego, California 92136

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alcoholism, *Clinics, Drinking, *Enlisted Personnel, *Military Service, Prevention, Program Evaluation, Psychological Patterns, Questionnaires, *Rehabilitation Counseling

Identifiers—*Navy

The purpose of this paper is to describe the Navy's Alcohol Rehabilitation Program and to discuss the research that has been completed through 1976 measuring the effectiveness of the program. The researchers defined program effectiveness as completion of enlistment and recommendation for reenlistment one year after treatment. The results indicated a 76% effectiveness rate. After treatment, patients scored noticeably lower in the anxiety and depression scales of the Minnesota Multiphasic Personality Inventory (MMPI) and significantly higher in the trust, emotional stability, and extraversion scales of the Conroy Personality Scales. The results from questionnaires sent to patients commanding officers indicated that 85% of the men were

described as either having had no drinks or drinking infrequently two years after treatment. (Author)

ED 140 147 CG 011 422
Counselor's Information Service: A Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Volume Number 4.

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Pub Date Dec 76

Note—25p.

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036 (\$11.00 per year)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, *Career Planning, *Counselors, Educational Finance, Employment Opportunities, *Guidance Services, Literature Reviews, *Occupational Information, Rehabilitation Counseling, Resource Materials, *Vocational Counseling

The annotated bibliography reviews current literature related to educational and vocational guidance. Articles, books and resource guides written about career counseling, student financial aid, guidance administration and non-traditional educational opportunities are included. Free or inexpensive resource materials for counselors are listed. (NWS)

ED 140 148 CG 011 425
Action on Aging Legislation in 94th Congress. Prepared by the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, Second Session. Committee Print.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date Nov 76

Note—20p.; Parts of document may be marginally legible due to size of print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-070-03777-6, \$0.40, minimum charge of \$1.00 for each mail order)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Employment Opportunities, *Federal Legislation, Gerontology, *Government Role, Housing, *Older Adults, Retirement, *Senior Citizens, *Social Services, Welfare Problems

Identifiers—*Older Americans Act

The report summarizes Federal legislation for the elderly enacted into law during 1975 and 1976. The Older American Amendments, SSI cost-of-living increases, the Tax Acts of 1975 and 1976 and the Domestic Volunteer Service Act Amendments are reviewed. The report summarizes only legislation enacted into law and does not include measures passed solely by the House or the Senate, or vetoed proposals sustained by the Congress. It is noted that the 94th congress made considerable progress in matters related to the elderly, particularly in the areas of employment and housing. (Author/NWS)

ED 140 149 CG 011 426
Chitayat, Linda And Others

A Continuation of the Demonstration of Computerized Occupational Information Dissemination in Four Urban Community Colleges.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Report No.—CASE-38-76

Pub Date Aug 76

Grant—VEA-76-2-421

Note—88p.; Appendix B may reproduce poorly.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Career Planning, *College Choice, *Community Colleges, *Computer Oriented Programs, Decision Making, Educational Technology, *Guidance Services, *Information Retrieval, Information Systems, *Occupational Information, Research Projects, Student Personnel Services

The 1975-1976 year was the second year of a demonstration of the feasibility of a computerized retrieval system for providing occupational and educational information to students in City University of New York community colleges. Although first year results were encouraging in terms of counselor and staff reactions, the amount of computer use was only moderate. For the 1975-76 year, three of the four original colleges were retained in the demonstration; another

was added; and a fifth project site was created. During 1975-76, the computer was used at the five sites by 1,165 different students for a total of 1,786 times. Considering only the performance of the three colleges involved in the demonstration both years, use of the computer in the second year increased by 93%. Site-to-site variations in use were marked. Approximately two-thirds of the students using the computer were in occupationally-related or special programs. The largest student group using the computer was in its first semester. Different approaches to recruitment were tried, with special demonstrations and counselor referrals promoting the most use. Attitudes toward computerization remained positive. (Author/JLL)

ED 140 150 CG 011 427
Heller, Barbara R. Chitayat, Linda

Computer-Assisted Guidance in New York City High Schools: A Demonstration of Feasibility and Impact on Students.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—First National City Bank, New York, N.Y.

Report No.—CASE-41-76

Pub Date Nov 76

Note—153p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Career Planning, *College Choice, *Computer Oriented Programs, *Decision Making, Educational Technology, *Guidance Services, High School Students, *Information Services, Information Systems, Pupil Personnel Services, Research Projects, Staff Role

This report covers three time periods during which students in five New York City high schools had use of a Computer Assisted Guidance (CAG) system. The basic objectives of the CAG project were to demonstrate the feasibility of using an automated system to provide high school students with factual and current information on colleges and careers, to assess the effects of such a system on student choice, and its effects on the allocation of staff time. The project concentrated on students in Grades 11 and 12. This report is divided into the following parts: (1) Background; (2) Project Environment; (3) Evaluation Methods; (4) Project Implementation; (5) Analysis of the GIS Data Files; (6) Student Use of the Computerized System; (7) Outcomes: Analysis of College Applications; (8) Outcomes: Impact of CAG on Student Users; (9) Participants' Reactions and Dissemination Activities; and (10) Summary, Conclusions, and Recommendations. (Author/JLL)

ED 140 151 CG 011 428
Heyneman, Stephen P. Daniels, William

Adolescent Research Opinion and National Youth Policy: What We Know and What We Don't Know.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 76

Contract—DHEW-105-76-1120

Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Adolescence, Federal Government, Futures (of Society), *Government Role, Institutional Role, *Policy Formation, Public Policy, *Research Needs, Research Projects, Responsibility, *School Role, Workshops, *Youth

This report summarizes and interprets a workshop which focuses on youth research—where it is intellectually, what it has learned over the past decade, and where it is going. In addition, practical suggestions for appropriate roles which government could play in youth research, other than simply to supply more funds, are discussed. From over 60 issues raised in the workshop, four themes are identified and developed: (1) rights and privileges versus obligations and responsibilities; (2) school role; (3) "normal" youth; and (4) the relationship of the adolescence research community to the various branches of government. (Author/JLL)

ED 140 152 CG 011 429
Hewitt, Keith

The Whole College Catalog About Drinking: A Guide to Alcohol Abuse Prevention.

National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

Report No.—DHEW-ADM-76-361

Pub Date 76

Note—143p.; Pages 103A and 116 of the original document are copyrighted and therefore not available.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-024-00515-1, \$2.15)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Alcohol Education, *Alcoholism, Catalogs, *College Students, *Drinking, Drug Abuse, *Drug Education, *Prevention, Program Descriptions, Program Guides

This Whole College Catalog tries to encourage fresh thinking and experimentation regarding alcohol abuse prevention. The aim was to make it as comprehensive, interesting, understandable, provocative, and useful as possible. Each section is a separate unit that can be used independently to meet distinct needs. Part one presents a general overview of such topics as campus attitudes and behaviors concerning alcohol, needs assessment planning, implementation and evaluation, resources and referral. Part Two offers both specific and nonspecific strategies, and a section on descriptions of programs and projects operating on various campuses around the country. (Author/JLL)

ED 140 153

CG 011 431

Kaplan, Alexandra G. And Others

The Process of Sex-Role Integration in Psychotherapy. Symposium.

Pub Date 76

Note—50p.; Paper presented at the Annual Conference of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Androgyny, Conference Reports, *Mental Health, *Psychotherapy, Sex Differences, Sex Discrimination, *Sex Role, Sex Stereotypes, State of the Art Reviews, Stereotypes, *Therapists, Training, *Womens Studies

This series of papers discuss the application of an androgynous model of mental health within the context of a clinical training team. These papers (1) review some of the literature on androgyny; (2) examine the therapeutic tension created by the authors' position between cultural stereotypes and their androgynous vision; (3) detail implications of related issues for the client-therapist relationship; (4) examine problematic aspects on moving from polarized to integrative concepts on understanding a client; (5) present alternative thoughts on nurturance and dependency in women; and (6) present applications of the authors' thinking to mental health consultation and their team interaction. (YRJ)

ED 140 154

CG 011 432

Hutcherson, Richard R.

Differentiating MR and LD Groups by WISC-R Profile Analysis.

Pub Date 77

Note—12p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Children, Evaluation, Exceptional Children, Intelligence Quotient, *Intelligence Tests, *Learning Disabilities, Mental Retardation, *Profile Evaluation, Research, *Retarded Children, *Sex Interpretation, *Test Reviews, Identifiers—*Wechsler Intelligence Scale for Children Revised

Methods of profile analysis using WISC verbal-performance and subtest discrepancy scores have been used extensively with diagnosis and programming remediation for learning disabled children. The procedure though is generally not applied to children diagnosed as mentally retarded primarily due to the accepted belief that the mentally retarded have ability profiles which are relatively flat. The results of this study of 103 6 through 12 year old children who were administered the WISC-R suggest that the discrepancy between scores on the verbal-performance sections and between subtests is generally no greater for the learning disabled group (above IQ of 80) than for the mentally retarded group (below IQ of 80). Therefore, the application of remediation techniques based on the strengths and weaknesses found by use of profile analysis methods using WISC-R scores should not be discriminately applied to children scoring above a certain IQ criteria and not to their counterparts

who score below the criteria for labeling as learning disabled. (Author)

ED 140 155

CG 011 433

Greenberg, Bernard And Others

Felony Investigation Decision Model: An Analysis of Investigative Elements of Information.

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Feb 77

Grant—75-NI-99-0021

Note—261p.; Due to small size of print in original document, tables, figures, and Appendix C may reproduce poorly

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00467-9, \$3.00)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Computer Oriented Programs, *Crime, Criminology, *Law Enforcement, *Models, Police, *Police Action, Rape, Research, *Violence

The primary goal of research performed in Oakland, California was decision models for four felony classes—robbery, assault, with a deadly weapon, car theft, and rape—to determine cases having sufficient probability of clearance to warrant intensive investigation. A secondary objective, determination of personal-appearance and crime-event descriptors contributing to offender ID and case solution by investigators, led to consideration of the value of computers in the investigative function. Only for robbery it was found feasible to construct a decision model. Primary case-solution factors, e.g., victim knowledge of offender, statistically dominated other, random factors. The findings showed that, unless offender ID was made by responding officers, case solution at the detective level was minimal. Therefore, it was concluded that patrol and investigative functions cannot be viewed as completely separate. Documentation of relevant crime scene information by patrol heavily influences case solution by investigators. The findings reinforced the importance of a national issue: habitual offenders. Analyses of the felony case sample drawn showed 80-88% of the suspects had prior offenses. Confronted by similar experience many police agencies have turned to computer-based M.O.-type investigative systems to assist in tracking and models for four felony classes—robbery, assault with a deadly weapon, car theft, and identifying known offenders. (Author)

ED 140 156

CG 011 434

Giordano, Peggy C.

Changing Sex Roles and Females' Involvement in Delinquency.

Pub Date Apr 76

Note—28p.; Paper presented at the Annual Conference of the Midwestern Sociological Society (St. Louis, Missouri, April 21-24, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adolescents, *Crime, *Delinquency, *Females, High School Students, Literature Reviews, Lower Class, Peer Groups, *Sex Role, Sex Stereotypes, *Social Attitudes

This paper provides an in-depth review of the literature dealing with females' involvement in delinquency and examines some of the widely held assumptions and their implications. Additionally, it sets out to assess the nature of changes in sex role attitudes or behavior which may be accounting for increased involvement by females in criminal activity. Subjects were 108 girls at a state institution for juvenile offenders and 83 girls randomly selected from an urban high school in a predominantly lower status area. Age range was 12-19. Questionnaires were administered to both groups to see if girls were involved primarily with status offenses, incorrigibility, etc., as depicted in the literature, or whether there were girls who had gotten involved in crimes generally considered "masculine." Results indicate that while most of the girls in the institution had committed many of the "traditional" female offenses, there was evidence of significant involvement in more serious crimes as well. (Author YRJ)

ED 140 157

CG 011 435

Gillespie, Jacquelyn Wright, Janet

Student Assessment Service: A Model for Assessment of Learning and Behavior Problems in the High School.

Pub Date Nov 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Problems, Curriculum, *Educational Assessment, *High School Students, *Learning Difficulties, Models, Problem Children, Program Descriptions, Secondary Education, *Student Evaluation, *Student Needs, Teaching Methods

There is little provision in the average high school for the evaluation of students with learning and behavior problems. The new master plan for Special Education in California calls for at least two levels of assessment, one to be implemented in a school appraisal team, including teachers, program and resource specialists, and an administrator. More serious problems are to be referred to an educational assessment service that provides specialized evaluation by psychologists, physicians, and other professionals. For the first time it seems that some real consideration is being given toward providing a built-in system at the school level for assessment of student academic skills as the need becomes apparent. It seems logical that such a comprehensive evaluation procedure should be an integral part of any educational setting which attempts to deal with students as individuals. (Author)

ED 140 158

CG 011 436

Fox, Greer L.

Family and Sex Roles: A Theoretical Integration.

Pub Date Oct 76

Note—17p.; Paper presented at the annual meeting of the National Council on Family Relations (New York, N.Y., October 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Patterns, *Family (Sociological Unit), *Family Life, Interpersonal Relationship, Marriage, *Role Perception, *Sex Role, *Sexuality, Social Attitudes, Soci Psychology, State of the Art Reviews, *Values

In this speech delivered to the annual meeting of the National Council on Family Relations, the author reviews five papers presented for discussion, and integrates them into treatment of family, gender role and sexuality. She further indicates theoretical flaws and weaknesses, as well as problems in the fieldwork on data accumulation. (MML)

ED 140 159

CG 011 4

Fisher, C. Daniel

Engaged Couples' Reactions to a Marriage Contract.

Pub Date Oct 76

Note—17p.; Paper presented at the Annual Conference of the National Council on Family Relations (New York, N.Y., October 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, *Contracts, Family Problems, Interpersonal Relationship, *Style, *Marriage, *Marriage Counseling, *Performance Specifications, *Role Percept, *Social Attitudes, Social Behavior, Social Relations, Social Science Research

This article describes the reactions of a sample of college students from a Northeast private nonsectarian university to a marriage contract that was designed by a couple on this campus. The major reasons for writing the contract included apprehension about the pre-marital civilizational system in our society, concerns regarding marital role agreements, and as an alternative to the present marriage arrangement. React can be summarized as being generally negative that most couples interviewed felt it was too flexible, and detrimental to the future success of the marriage by discussing, in advance, the possibility of termination. However, the major positive reaction was that all of the couples felt that would be a very worthwhile idea for couples were seriously considering marriage to be posed to the contract for reasons of clarification of role expectations, marital obligations, financial expectations, etc. This point was reinforced by divorcee who felt that such an exposure would have made a significant impact on his marriage; quite likely he would not have married. (Author)

ED 140 160

CG 011

Farling, William H.

School Psychology 1976: Old Problems and Opportunities.

Pub Date Sep 76

Note—10p.; Paper presented at the Annual Conference of the American Psychological Association (84th, Washington, D.C., September 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Diagnosis, Educational Programs, *Exceptional Children, Handicapped Children, Legislation, *Psychological Evaluation, Pupil Personnel Workers, *School Psychologists, *Special Education, State of the Art Reviews, *Training

Identifiers—*Education Amendments 1974

Past attempts to clarify the status of school psychology and to set guidelines for its future development are reviewed. The continuing problem for school psychology is identified as a lack of success in causing a coordinated implementation of a broad role and function which would achieve a position of recognized importance and influence for school psychologists within the educational enterprise. New opportunities for the fulfillment of the potential in school psychology are discussed with emphasis on Public Law 93-380. The stipulations contained in 93-380 are discussed and are related to school psychology as a unique opportunity to wed the maturing of the specialty to this landmark legislation. (Author)

ED 140 161 CG 011 440

Ettinger, Ronald F.

Interpersonal Attraction in a Seven-Partner Mixed-

Motive Game: Nobody Likes a Loser.

Pub Date [76]

Note—12p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, California, April 8-11, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Association (Psychological), Identification, Interaction Process Analysis, *Interpersonal Relationship, *Labeling (of Persons), Perception, Research Projects, Social Attitudes, *Social Behavior, Social Psychology, *Social Relations

This study of interpersonal attraction and perception attempts to analyze the effects of cooperative versus competitive behavior and social position. Findings from the research project reveal that there exists a positive relationship between attraction and co-operation. Character extrapolations reinforce the theory of rationalization for an unjust system of social position by a "Blaming the Victim" syndrome. (MML)

ED 140 162 CG 011 441

Dunham, Virginia

Counseling in the Elementary Feeder Schools.

Pub Date Oct 76

Note—4p.; Paper presented at the Annual Convention of the Michigan Personnel and Guidance Association (Grand Rapids, Michigan, October 24-26, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Counseling Programs, *Elementary School Counseling, *Elementary School Students, Elementary Secondary Education, *Feeder Programs, *Guidance Services, Program Descriptions, *Student Needs

This brief paper presents the concept of transition counseling between a junior high school and its feeder school(s), designed to make the change from elementary into junior high less traumatic. Aside from routine sixth grade counseling, the counselors expanded their base of counseling to include all types of problems as well as all grade levels. Four basic goals were identified: (1) developing life adjustment goals with students; (2) developing socialization skills; (3) developing career awareness and planning; (4) orienting students to new people, places and tasks. (Author/YRJ)

ED 140 163 CG 011 442

Comstock, George

Television and Alcohol Consumption and Abuse.

Rand Paper Series No. P-5621.

Rand Corp., Santa Monica, Calif.

Pub Date Mar 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alcohol Education, Alcoholism, Attitudes, *Behavior, *Drinking, Identification (Psychological), *Mass Media, Role Models, State of the Art Reviews, *Television, Television Viewing

This article examines the contribution of television and other mass media to alcohol consumption and its abuse. The author notes that there is no scientific evidence available that addresses this point directly, and the importance of such an issue is not recognized in the scientific literature. The absence of this information interferes with the ability to act wisely in regard to portrayals of

alcohol in entertainment and advertising on television. The author delineates four issues that are of central importance in examining the portrayals of alcohol consumption on television. (1) the pattern and character of such portrayals; (2) the contribution of such portrayals to the concepts held by young people about alcohol; (3) the contribution of portrayals to maintaining or altering patterns of alcohol consumption among adults; and (4) the potential role of television in altering patterns of alcohol consumption and abuse. (Author/YRJ)

ED 140 164 CG 011 443

Clarenbach, Kathryn F. Thompson, Marian L.

Handbook for Commissions on the Status of Women.

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Women's Bureau (DOL),

Washington, D.C.

Pub Date 74

Note—40p.

Available from—Women's Bureau, Employment Standards Administration, U.S. Department of Labor, Washington D.C. 20210

Document Not Available from EDRS.

Descriptors—*Affirmative Action, Bias, *Discriminatory Attitudes (Social), *Equal Protection, Females, *Feminism, Guides, Life Style, *Sex Discrimination, Sex Role, *Social Status, Social Values

Identifiers—*Commission on the Status of Women, Interstate Assn of Commission on Status of Women

The Interstate Association of Commissions on the Status of Women has prepared this revised "Handbook for Commissions on the Status of Women" as a service to the growing number of Commissions across the country. Because both government and citizen groups are increasingly aware of the problems women face and are addressing them with new seriousness, the information contained in this handbook will have value to many other groups and individuals who join Commissions on the Status of Women in creating a more equitable, just society. This handbook is divided into the following parts: (1) Organization and Operation of a Commission; (2) Interstate Association of Commissions on the Status of Women; (3) Communication with the Public and Each Other; (4) Influencing the Legislative Process; (5) Public Hearings; (6) Surveys; (7) Reports; (8) Project Proposals; and (9) Conferences. (Author/JLL)

ED 140 165 CG 011 444

Burgess-Kohn, Jane

The Father's Adjustment as a Single Parent.

Pub Date Oct 76

Note—11p.; Paper presented at the Annual Meeting of the National Council on Family Relations (New York, N.Y. October, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adjustment (to Environment), *Child Rearing, Children, Family Environment, Family Influence, *Fathers, Heads of Households, Literature Reviews, *One Parent Family, *Parent Child Relationship, *Parent Role, *Widowed

Identifiers—Motherless Family

This paper focuses primarily on the fathering role as played by the widower. Traditionally, the father plays the role of disciplinarian. The therapeutic role which involves expressing affection and giving tender care to children is assumed primarily by the mother. Men appear to be sheltered by their wives from any degree of involvement with their children. Ideally, men ought to be free, if they choose, to go beyond the limits of the traditional masculine role and become more fully involved in child rearing roles. Recent literature is suggesting that men are assuming a more expressive posture with their children. This is, in part, due to the increasing number of working mothers who are asking their husbands to become more involved with the children and, in part, due to the women's liberation movement. Recent research on widowers indicates that the existing notions about men not being capable or desirous of parenting at the expressive level is highly questionable. (Author)

ED 140 166 CG 011 445

Buktenica, Norman A. And Others

A Transactional Approach to Competency-Based Training.

Pub Date Sep 76

Note—36p.; Paper presented at the Annual Conference of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, *Certification, Educational Accountability, Educational Objectives, *Performance Based Education, Professional Education, *Professional Training, Program Descriptions, Program Guides, *School Psychologists, *Skill Development, *Training Objectives

Identifiers—*Transactional Ecological Psychology

Rationale, application for training, and implications for practice are presented for a school psychology training approach that is part of a broader Transactional-Ecological Psychology (TEP) Training Program. The TEP provides an innovative and unified approach to training in the areas traditionally called clinical, community, counseling and school psychology. Transactionalism is very broadly thought of as a system of inquiry in which behavior is considered to be a process between the "enviored organism" and the constantly changing properties of natural settings. The TEP effort represents an attempt to develop competencies of scientific inquiry and other applications of transactional concepts. Competency areas are described at a level intended to be specific enough to have clear meaning, but not so detailed as to be unnecessarily inflexible or unwieldy in application. In addition, students are expected to have a solid understanding of fundamental psychology including history of the field, child development, personality and learning theory, social psychology and statistical procedures. The issues and problems of competency-based training and certification will be discussed. (Author)

ED 140 167 CG 011 446

Braverman, Joseph

Primary Prevention for the Senior Citizen: The Preparation for Retirement Program.

Pub Date [74]

Note—18p.; Paper not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Counselor Role, Crisis Therapy, *Gerontology, Group Guidance, Mental Health, Prevention, Program Guides, Psychiatric Services, *Retirement, *Senior Citizens, *Sociopsychological Services

The history, rationale and methodology of the preretirement preparation program in the format of a group educational experience is traced from its origin 30 years ago by the gerontologist W. Hunter to the present. The program is described and discussed in detail, in terms of content and theoretical dynamics. As retirement is often a psycho-social crisis the program is also reviewed in terms of "crisis intervention" theory. The psychiatrist or psychologist has several key roles to play in these programs; as a consultant and lecturer for the animator training program as well as direct participation in programs as the invited expert for the session on psychological adjustment and mental health. Possible methods of measuring and evaluating effectiveness as a preventive measure are also briefly discussed. A content summary outlining the eight sessions comprising the typical program is provided. (Author)

ED 140 168 CG 011 447

Bogart, Lynn C. Smith, Ronald G.

The Factorial Measurement of Master's Level Clinical Functions in Mental Health Agencies.

Pub Date [75]

Note—34p.; Tables and figures may reproduce poorly; Paper presented at the Annual Conference of the Southwestern Psychological Association (Albuquerque, New Mexico, April 29-May 1, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Employment Qualifications, Factor Analysis, *Job Analysis, Job Skills, Masters Degrees, Measurement Techniques, *Mental Health Clinics, Professional Training, *Psychological Services, *Psychologists, Research Projects

This research is part of an effort to assess the job functions required of master's level clinical psychologists, to simplify their relationships through factor analysis, and to develop factor

scales for the measurement of job functions required at mental health agencies. In response to an earlier questionnaire, 20 master's level clinical functions had been either endorsed or not endorsed by chief psychologists at 396 mental health agencies. In the first part of this study, these cases were divided into halves, with each half randomly selected so as to provide proportional representation from each of nine mental health agency types. Then, both halves were factor analyzed using three different rotational methods in order to determine which method most reliably reproduced which factors in both samples. It was found that the orthogonal rotation most reliably replicated four factors. In the second part of the study, the entire sample was factor analyzed, and factor scores for each of the four most reliable factors were recorded for each case. Mean factor scores were generated for each of nine mental health agency types, and displayed graphically. (Author)

ED 140 169 CG 011 449

Alexander, Karl L. Eckland, Bruce K.
High School Context, College Quality, and Educational Attainment: Institutional Constraints in Educational Stratification. Johns Hopkins University Center for Social Organization of Schools Report No. 214.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—214

Pub Date Jul 76
Contract—400076-0034
Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Achievement, College Admission, *College Choice, *Higher Education, High School Graduates, High School Students, Institutional Role, *Post Secondary Education, *Selection, Social Status, Student Research, *Universities

Does one kind of college depend upon the kind of high school attended? And, what are the consequences of attending a more or less academically selective college or university? These questions are evaluated separately for college men and women using longitudinal data from a national sample of youth who were high school sophomores in 1955. For males, but not females, the social status composition of high school was found to enhance one's prospects for attending a selective institution of higher education. Selectivity, in turn, had total salutary effects on educational attainment, despite its depressant effect on grade performance and academic self-conceptions in college. (Author)

ED 140 170 CG 011 450

Cohen, Lee

Short-Term Adult Re-Training for Unemployed/Underemployed Persons (Start-Up).

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education; New York State Education Dept., Albany, Div. of Occupational Education Instruction.

Report No.—CASE-42-76
Pub Date Dec 76
Grant—VEA-76-4A(3)-699
Note—46p.; Pages 16, 17, 19-21 may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Programs, *Employment, High School Equivalency Programs, *Job Training, Nonprofessional Personnel, Program Design, *Semiskilled Workers, Training, *Training Objectives, *Unemployment, Unskilled Labor, *Unskilled Workers

Identifiers—*Project Start Up

This report details the development of a program for the short-term training of security guards, including conceptual, instructional, and administrative concerns. It is designed to serve as a model for other similar retraining programs. The original objectives of the program were outlined as being (1) the removal of persons from the category of "unemployed"; (2) the assistance of these persons to obtain a high school equivalency diploma if they lacked one; (3) the provision to unskilled persons of the skills and tools for meaningful employment in the private security industry; (4) the aiding in the upgrading of the quality of security officers and the professionalization of the security field. (Author/YRJ)

ED 140 171 CG 011 451

1975-76 Youth Conferences on Older Americans. A Report to the President of the United States for Older Americans Month.

American Association of Retired Persons, Washington, D.C.; National Association of Secondary School Principals, Reston, Va.; National Humanities Faculty, Concord, Mass.; National Retired Teachers Association, Washington, D.C.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.
Pub Date May 76

Note—75p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Conference Reports, *High School Students, *Junior High School Students, *Older Adults, Program Descriptions, *Retirement, Secondary Education, Senior Citizens, *Student Interests, Youth Opportunities, *Youth Programs

The Youth Conferences on Older Americans originated with the National Retired Teachers Association (NRTA) determination to offer a meaningful contribution to the nation's Bicentennial observance. In 1976, by Presidential proclamation, Americans were urged to focus attention on the issues concerning older people. NRTA accepted this charge with an added dimension: to encourage high school students to initiate meetings with older people, in an educational setting, to discuss the issues. The anticipated outcome was increased awareness and understanding. This report is based on information received from high schools by April 15, 1976. From frequently-reported statements a clear pattern emerges: the Youth Conferences offered a valued and much-enjoyed learning experience for both groups of participants, the youth and the older people. Their words indicate a sense of discovery, learning and a strongly-felt need for change. (Author/YRJ)

ED 140 172 CG 011 452

Vanguards in Training: Jan 1976.

Littlejohn (Roy) Associates, Inc., Washington, D.C.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.

Report No.—DHEW-ADM-76-297
Pub Date Jan 76
Contract—ADM-45-74-119
Note—96p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Drug Abuse, Drug Addiction, *Educational Programs, *Employment, *Job Training, *Manpower Development, Manpower Utilization, Program Descriptions, Resource Guides, *Training, Training Objectives

Vanguards in Training presents, in summary form, the National Training System's (NTS) Training Grant Program supported throughout the Nation by the National Institute on Drug Abuse (NIDA) to increase the skills, career mobility, and credentials of drug abuse prevention, treatment, and research personnel. The program summaries speak for themselves and give evidence of the time and effort given by program directors and their staffs. The NTS reflects the philosophy of career development found in each of the Branch's programs, and the conviction that training involves not only learning and development of skills but also the acquisition of credentials. Therefore, each training program supported by the Institute is concerned with the full development of the trainee. A resume of the purposes, provisions, and requirements for the Training Grant Program is described in the first section of this document. Summaries of individual projects which have been funded under each type of grant are then presented by state. Projected summaries were drawn from material available to the MTB at the time of initial funding; project outcomes are not included in the summary statements. (Author)

ED 140 173 CG 011 453

A Survey of Substance Use Among Junior and Senior High School Students in New York State. Report No. 1: Prevalence of Drug and Alcohol Use, Winter 1974-75.

New York State Office of Drug Abuse Services, Albany.

Pub Date Nov 75
Note—52p.; For related Document, see CG 011 454

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Alcoholism, *Drinking, *Drug Abuse, High School Students, Junior High School Students, Marihuana, *Narcotics, Research, Secondary Education, *Secondary School Students, *Student Behavior, *Student Problems

The intent of this survey is to achieve an understanding of the drug using patterns of youngsters in New York's secondary schools. It was initiated to gather in detail the extent and dimensions of alcohol and drug use among a sample of New York students in grades seven through twelve. This survey was conceived as a benchmark study—to establish a statistical baseline against which trends could be measured. The report is organized into three parts: (1) sample and methodology; (2) questionnaire construction and application; and (3) findings. (Author/YRJ)

ED 140 174 CG 011 454

Dembo, Richard And Others

Drug Abuse Prevention: The Awareness, Experience, and Opinions of Junior and Senior High School Students in New York State. Report No. 2 of Winter 1974/75 Survey.

New York State Office of Drug Abuse Services, Albany.

Pub Date May 76
Note—43p.; For related document, see CG 011 453

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Alcoholism, *Drinking, *Drug Abuse, Drug Education, *High School Students, *Junior High School Students, Participation, *Prevention, Research, Secondary Education, *Student Attitudes

This report represents an attempt to measure young people's awareness of and attitude toward the prevention efforts their schools have undertaken in terms of the prevalence and incidence of drug use. It also seeks to learn which prevention program topics the students desire. Further, the report addresses the issue of the credibility of various sources of information on drugs and the people who are, in the eyes of youngsters surveyed, the helpers. This information has direct pragmatic value, since it speaks to drug and alcohol use from a perspective that should yield pathways to timely and meaningful intervention. (YRJ)

ED 140 175 CG 011 455

Runaway Youth: A Status Report and Summary of Projects as of March 31, 1976.

Intra-Departmental Committee on Runaway Youth (DHEW), Washington, D.C.
Pub Date 76

Note—88p.; For related document, see CG 011 482; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Achievement, Behavior Problems, Children, *Cultural Factors, Demography, *Family Problems, *Family Relationship, *Low Achievers, Parent Child Relationship, Prevention, Program Descriptions, *Youth Problems, Youth Programs

Identifiers—*Runaways

This report provides the status of the Department of Health, Education, and Welfare's activities on behalf of runaway youth and their families as of March 31, 1976. The report is divided into four major sections including background information, discussion of projects supported by the various offices and agencies of the Department, preliminary analysis, and preliminary conclusions based on the information reviewed to date. A listing of offices and agencies of the Department supporting runaway youth projects, a listing of projects supported under the Runaway Youth Act, summaries of individual runaway youth projects, and a bibliography of materials developed by the projects are provided in the appendices. (Author)

ED 140 176 CG 011 456

Project Elderly. Interim and Final Reports.

Miami-Dade Community Coll., Fla.
Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.

Pub Date [76]
Note—77p.; Pages 23-26 of the Interim Report, and 29-30 of the Final Report were removed from the document due to marginal legibility.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Employer Attitudes, *Employment, *Employment Opportunities, Geriatrics, *Job Placement, Job Training, *Older Adults,

Program Descriptions, *Senior Citizens, Volunteer Training

This report examines Project Elderly, a project developed to provide job possibilities for the older adult in the labor market in metropolitan Miami (FL). A survey questionnaire was developed to (1) assess the opportunities of the elderly for re-entry into volunteer and paid employment positions; (2) determine the extent of the senior population presently employed in volunteer and paid employment positions; (3) gain input as to a possible training model for re-entry of the elderly into employment positions; (4) assess the feasibility of employment counseling and job placement services; and (5) assess the attitudes of the respondents toward three personnel profiles of the young, middle-aged and elderly worker. (Author/YRJ)

ED 140 177 CG 011 458
How to Get Those "Extras" Out Of Retirement Living. A Course of Study Designed for Public School Continuing Education Programs.

New York State Education Dept., Albany. Div. of Continuing Education.

Pub Date [75]

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, *Consumer Education, Curriculum Guides, Health Services, Housing, Income, Money Management, *Older Adults, Recreational Activities, *Resources, *Retirement, *Social Services

This guide presents a course of study designed for public school continuing education programs. The course is intended to make older persons more knowledgeable about programs and services which, if used, could add appreciably to their well being. Four units make up the curriculum: (1) Stretching Your Income, Health Care and Services, Information and Referral Service; (2) Getting the Most for Your Money; (3) Creative Use of Leisure (Education-Recreation), Volunteer Service; and (4) Housing-Living Arrangements, Making a Will. (Author/JLL)

ED 140 178 CG 011 459
Commissions on the Status of Women: A Progress Report.

Women's Bureau (DOL), Washington, D.C.

Pub Date Aug 75

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Activities, *Affirmative Action, Bias, Discriminatory Attitudes (Social), Equal Protection, Females, *Feminism, Research Projects, *Sex Discrimination, Sex Role, *Social Status, *Social Stratification

Identifiers—*Commission on the Status of Women

This progress report on the status of women presents: (1) the general background including structure (state, local, regional, and national), membership composition, and funding methods of such commissions; (2) general and special (Equal Rights Amendment, International Women's Year) program activities; and (3) lists of currently active state and local commissions (state, municipal and county.) (JLL)

ED 140 179 CG 011 460
APA (American Psychological Association) Task Force on Privacy and Confidentiality. Final Report.

American Psychological Association, Washington, D.C.

Pub Date [77]

Note—46p.: Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Civil Liberties, *Confidentiality, *Ethics, Guidelines, Guides, Helping Relationship, *Legal Responsibility, *Privacy, Psychological Studies, *Psychology, Research Projects, *Therapy

This Task Force on Privacy and Confidentiality is intended to call attention to the central role of the right to privacy in the maintenance and enrichment of a free society. The psychological implications of the changing views of privacy as reflected in political, social, and technological developments are discussed, and recommendations relating to legislative and judicial developments in the areas of privacy and confidentiality are given. The task force also considers the im-

pact of such developments on psychologists and those whom psychologists serve, such as therapy patients and subjects of psychological research. (Author/JLL)

ED 140 180 CG 011 461
Alcohol Education: Curriculum Guide for Grades 7-12.

New York State Education Dept., Albany. Bureau of Drug Education.

Pub Date 76

Note—144p.: For related document, see CG 011 462

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Alcohol Education, *Alcoholic Beverages, Class Activities, Curriculum Guides, *Drinking, Drug Education, Health Education, *Learning Activities, Recreational Activities, *Secondary Education, Socially Deviant Behavior, Teaching Guides

This curriculum guide is designed as an interdisciplinary resource on alcohol education for teachers of Grades 7-12. Developmental traits are discussed, and objectives and learning experiences are presented. The following topics are covered: (1) the nature of alcohol; (2) factors influencing the use of alcoholic beverages; (3) alcohol effects on people; (4) social responsibility for the control of the use of beverage; and (5) the social responsibility for the treatment of individuals. A division is made between Grades 7-9 and 10-12, with each set of three grades considered separately. (Author/JLL)

ED 140 181 CG 011 554
Rousseau, Denise M.

The Relationship of Task Characteristics to Attitudes, Absenteeism, Stress and Performance Among College Students.

Pub Date [76]

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attendance, Behavior, *College Students, Higher Education, Motivation, *Performance Factors, Research Projects, *Stress Variables, *Student Attitudes, *Task Performance, Undergraduate Students

In organizational settings, research has shown the relationship of task characteristics to attitudes and motivation. This study examines the external validity of the task characteristic-outcome relationship in an educational setting. Subjects were 206 undergraduate psychology students. They were given an inventory of seven task characteristics such as Task Identity, Skill Variety and Autonomy. Using a seven-point scale, they described the extent to which they experienced each one while in school. It was found that the chosen task characteristics are, in general, negatively related to absenteeism and physical and psychological stress. They are also positively related to satisfaction and the desire to stay in school while being completely unrelated to grade point average. According to the canonical correlation analysis, the outcomes best predicted by this set of task characteristics are satisfaction and the desire to stay in school. Task Significance is the task characteristic which is most important to the prediction of these outcomes. (Author/BP)

ED 140 182 CG 011 555
Reid, Thomas A. Garner, Peter W.

Diverting Youthful Offenders Through Law Enforcement-Social Service Collaboration.

Pub Date [75]

Note—7p.: Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Programs, Delinquency, Delinquency Prevention, *Delinquent Rehabilitation, *Juvenile Courts, *Law Enforcement, *Mental Health Programs, *Police Community Relationship, Program Descriptions, Referral, *Social Services

Both courts and police departments have had difficulty in coping with increased juvenile crime. This paper describes a program of collaboration between law enforcement and social services which illustrates a developing trend in the management of youthful offenders. In a suburban Connecticut community (Hamden), the police department regularly utilizes the municipal mental health agency to receive substantial numbers of

youthful offenders diverted from the juvenile justice system. Under the auspices of a federal grant, mental health and police representative have also developed guidelines for making diversionary decisions and recruited other agencies to receive referrals. Other communities are currently building collaborative relationships and diversionary projects based on the Hamden model. (Author)

ED 140 183 CG 011 556

Raschke, Helen J.

Sex Differences in Voluntary Post Marital Dissolution Adjustment.

Pub Date Aug 76

Note—20p.: Paper presented at the Annual Meeting of the American Sociological Society (New York, N.Y., August 30 through September 2, 1976); Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adjustment (to Environment), *Anxiety, *Divorce, *Marital Instability, Personality Change, Personal Values, Questionnaires, Research Projects, *Sex Differences, Social Life, *Stress Variables

The purpose of this paper is to describe the differences found between males and females in factors alleviating (or not alleviating) the stresses and problems that many times accompany divorce. The data were collected by administering a questionnaire to Parents Without Partners chapters in the Minneapolis-St. Paul metropolitan area and the Norfolk-Hampton, Virginia metropolitan area in the spring and summer of 1973. The completed sample of 277 contained middle class, female, and White biases. While not a prior hypothesis, it was found that females perceived themselves as experiencing greater stress than males. Other results from the hypotheses tested were: (1) Social participation - males participated socially more than females and experienced less stress, (2) Open or closed mindedness - females' stress but not males' was lessened by being more open minded, (3) Sexual permissiveness - males were more sexually permissive than females, but for both groups, the higher the sexual permissiveness, the lower the stress, (4) Occupational status - males perceived less stress with higher occupational statuses, (5) Orientation to Change - females more tolerant of change in the larger society perceived much less stress; for males there was no relationship. Possible reasons for these differences are discussed and implications for future research explored. (Author)

ED 140 184 CG 011 574

Singer, Burton Spilerman, Seymour

Mathematical Representations of Development Theories.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons. Agency—Department of Health, Education, and Welfare, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No—376-76

Pub Date [76]

Grant—SOC76-07698; SOC76-17706

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age, Analysis of Variance, *Concept Formation, *Developmental Psychology, *Developmental Stages, Factor Analysis, Formative Evaluation, *Individual Psychology, *Mathematical Models, *Models, Statistical Analysis

In this paper we explore the consequences of particular stage linkage structures for the evolution of a population. We first argue the importance of mixed-sex pairs of subjects discussed a legal case, each pair seated first five feet of examples the implications of various stage connections for population movements. In discussing dynamic models, one thrust of our comments is to identify the sorts of process features about which assumptions must be made in order to convert a static theory about stage connections (the sort of specification commonly presented in lifespan psychology) into a dynamic model. A second focus of our discussion concerns inverse problems: how to utilize a model formulation so that the stage linkage structure may be recovered from survey data of the kind collected by developmental psychologists. (Author)

ED 140 185

CG 011 734

*Dabbs, James M., Jr. And Others***Less Eye Contact When Closer? Depends Upon Your Partner's Sex.**

Pub Date [75]

Note—8p.; Paper presented at the Annual Conference of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Patterns, *Interaction, *Nonverbal Communication, Psychological Studies, Research Projects, *Sex Differences, *Social Behavior, *Space Orientation
Identifiers—*Crowding

Present research explored whether crowding effects are caused by subjects or by those with whom they are crowded. In one experiment, 45 male, female, or mixed-sex pairs of subjects discussed a legal case, each pair seated first five feet apart and then almost touching. All subjects reacted more negatively when crowded with males than with females. In a second experiment 15 male and 15 female subjects gave creative uses for objects while seated close to or far from a mixed-sex pair of confederates. Subjects shifted eye contact from male to female when close, again regardless of their own sex. Findings suggest that in crowding, sex of partner may be more important than sex of self. (Author/BP)

ED 140 186

CG 011 770

*Golden, Gloria Hunter, Lisa***In All Fairness: A Handbook on Sex Role Bias in Schools.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—98p.

Available from—University of California Extension Media Center, 2223 Fulton St., Berkeley, California 94720 (HC \$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Females, Films, Individual Development, *Males, Personal Interests, *Public Schools, Resource Guides, *Sex Differences, Sex Role, *Sex Stereotypes, Teacher Education

This handbook is designed to accompany three films: "Hey! What About Us?", "I is for Important", and "Anything They Want to Be." Their combined purpose is to help teachers become aware of what sex role stereotyping is. The films illustrate common examples of sex bias. The handbook suggests classroom activities and discussion questions which explore the concept of sex role stereotyping in schools. It also provides factual information about sex differences. The handbook might be used as a text in teacher education courses, or as a resource by anyone wanting information on sex role stereotyping. The section on teaching information includes an introduction of the topic; transcripts of the films; recommendations for their use; and a resource list. The section on research information includes definitions of terms; problems; importance of familiarity with the research; an overview of the research; and a bibliography. (Author/BP)

ED 140 187

CG 011 794

*Gysbers, Norman C.***Developing Effective Public Relations. Coordinator's Guide.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—21p.; For participant's Workbook, see CG 011 795

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Coordinators, *Counselor Training, *Guidance Personnel, Learning Modules, Mass Media, Performance Based Education, *Professional Training, *Program Development, *Public Relations, *Staff Improvement, Workshops

This Coordinator's Guide accompanies the module Developing Effective Public Relations. It defines the coordinator's role from four aspects: setting the tone, setting the pace, facilitating the

discussion, and evaluating. Suggestions for preparing and presenting the workshop are offered. The actual text is in the accompanying module, but the coordinator is given suggested timings and specific directions for carrying out each activity. Activities help participants to understand public relations; become familiar with public relations resources; plan and give public relations presentations; and develop their own public relations plans. The workshop is intended to help counselors and related personnel acquire knowledge and skills in planning and carrying out public relations activities. (Author/BP)

ED 140 188

CG 011 795

*Gysbers, Norman C.***Developing Effective Public Relations.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—62p.; For Coordinator's Guide, see CG 011 794

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Counselor Training, *Guidance Personnel, Guides, Learning Modules, Mass Media, Performance Based Education, *Professional Training, *Program Development, *Public Relations, *Staff Improvement, Workshops

This module is designed to provide counselors and related personnel with the knowledge and skills needed to plan and carry out guidance-related public relations activities. To accomplish this goal, a number of learning experiences have been organized into a workshop format lasting approximately six hours. These learning experiences will increase the participant's understanding of public relations; his knowledge of public relations resources; his expertise in making presentations; and his skill in developing a public relations plan. Evaluative activities are incorporated into the workshop. An extensive supplementary list of Public Relations Activities for Counselors is included in the Appendix. A separate Coordinator's Guide is designed to accompany the module. (Author/BP)

ED 140 189

CG 011 796

*Stewart, Ellen A.***Helping Students Develop Career Decision-Making Skills. Coordinator's Guide.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—13p.; For Participant's Workbook, see CG 011 797

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Coordinators, *Decision Making Skills, Leaders Guides, Learning Modules, Performance Based Education, *Professional Training, *Staff Improvement, Teachers, *Vocational Counseling, Workshops

This Coordinator's Guide accompanies the module Helping Students Develop Career Decision-Making Skills. It defines the coordinator's role from four aspects: setting the tone, setting the pace, facilitating the discussion, and evaluating. Suggestions for preparing and presenting the workshop are offered. The actual text is in the accompanying module, but the coordinator is given specific directions for carrying out and assessing the activities. Areas covered are: (1) the importance of teaching students skills in career decision-making; and (2) types of activities and resources which can be used to teach them. The workshop is designed for teachers and guidance personnel who wish to become familiar with the above areas. (Author/BP)

ED 140 190

CG 011 797

*Stewart, Ellen A.***Helping Students Develop Career Decision-Making Skills.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—64p.; For Coordinator's Guide, see CG 011 796

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Counselors, *Decision Making Skills, Guides, Learning Modules, Performance Based Education, *Professional Training, *Staff Improvement, Teachers, *Vocational Counseling, Workshops

This module is aimed toward those teachers and guidance personnel in school settings, grades K-12, or participants in preservice training programs, who are interested in developing an understanding of (1) the importance of teaching students skills in career decision making and (2) the types of activities and resources which can be used to teach skills in that area. Upon completion of the module, participants will be able to outline a rationale for teaching students skills in the area; modify for use with students in their own setting one of the activities presented in the module which can be used to help students develop career decision-making skills; and identify three other sources of information, materials, or resources related to the module topic area. The module is designed as a six-hour workshop. The term "career" is broadly defined, including learning and leisure as well as work activities. Evaluative activities are included. A separate Coordinator's Guide is designed to accompany the module. (Author/BP)

ED 140 191

CG 011 798

*Stiller, Al***Developing and Conducting In-Service Programs. Coordinator's Guide.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—41p.; For participant's Workbook, see CG 011 799

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Coordinators, *Counseling Programs, *Counselor Training, *Inservice Programs, Leaders Guides, Performance Based Education, *Professional Training, Program Development, *Staff Improvement, Workshops

This Coordinator's Guide accompanies the module Developing and Conducting In-Service Programs. It defines the coordinator's role from four aspects: setting the tone, setting the pace, facilitating the discussion, and evaluating. Suggestions for preparing and presenting the workshop are offered. The actual text is given in the accompanying module, but the coordinator is given optional lecture outlines, as well as specific directions for carrying out and evaluating each activity. Competencies to be developed in participants include: resource assessment, action plan development, knowledge of inservice modes, sensitivity/ flexibility listening and paraphrasing. The workshop is intended to help Guidance Directors and similarly-titled people increase their understanding of the stages, activities and issues involved in inservice program development for counselors. (Author/BP)

ED 140 192

CG 011 799

*Stiller, Al***Developing and Conducting In-Service Programs.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—69p.; For Coordinator's Guide, see CG 011 798

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Counseling Programs, *Counselor Training, Guides, *Inservice Programs, Learning Modules, Performance Based Education, *Professional Training, Program Development, *Staff Improvement, *Workshops

This module is directed toward those persons who will be responsible for providing inservice programs for career guidance personnel. The

module will help participants increase their understanding of the stages, activities and issues involved in developing an in-service program and of the competencies required. Upon completion of this module the participant's proficiency in four selected areas will be extended: resource assessment, knowledge of inservice modes, sensitivity/flexibility, and listening/paraphrasing skills. The material presented is designed for a six-hour workshop. Various activities for competency development are included so the participant will gain skill in problem identification as well as in developing and conducting a suitable program. Evaluative activities are included. A separate Coordinator's Guide is designed to accompany the module. (Author/BP)

ED 140 193 CG 011 800

Miller, Juliet V. And Others

Imaging Futuristic Career Guidance Programs. Coordinator's Guide.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—21p.; For Participant's Workbook, see CG 011 801

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, Career Opportunities, Coordinators, *Counseling Programs, *Counselor Training, Futures (of Society), Leaders Guides, Learning Modules, *Occupational Choice, *Planning, *Workshops

This Coordinator's Guide accompanies the module *Imaging Futuristic Career Guidance Programs*. It defines the coordinator's role from four aspects: setting the tone, setting the pace, facilitating the discussion and evaluating. Suggestions for preparing and presenting the workshop are offered. The actual text is given in the accompanying module, but for each section the Coordinator is given the goal, suggested time, key points to review, and directions for carrying out the activity. Sections include *Futurizing Career Guidance Practices*; *Adapting Futures Planning Techniques to Career Guidance*; *Using Multiple Sources to Futurize Practices*; *Application*; and *Evaluation*. The workshop is intended to help school and agency guidance personnel adapt and develop their own *Futuristic Career Guidance Programs*. (Author/BP)

ED 140 194 CG 011 801

Miller, Juliet V. And Others

Imaging Futuristic Career Guidance Programs.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—63p.; For Coordinator's Guide, see CG 011 800

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, Career Opportunities, *Counseling Programs, *Counselor Training, *Futures (of Society), Learning Activities, Learning Modules, *Occupational Choice, *Planning, Resource Materials, Workshops

This Module is directed toward guidance personnel in school (K-adult) and agency settings such as counselors, teachers, students and administrators. It is also designed for students in pre-service education programs who have had previous exposure to career development theories and to sources of educational-occupational information. The Module assumes that the participant is not familiar with the area of futurism (other than through exposure to the first Module in this series, "Imaging Futuristic Career Guidance Goals," which is a pre-requisite for this Module) and, therefore, is designed to provide an orientation to the process of futurizing career guidance practices. This module emphasizes that futurizing need not require a total program change. It is possible to use futures planning techniques and redesign these for individuals to use in the career planning process. Alternately, existing career guidance practices can be redesigned to make them more futuristic. In addition to these areas, the Module emphasizes developing skills in using

futures planning techniques, and in using multiple sources of information to generate futuristic career guidance practices. (Author/BP)

ED 140 195 95 CG 011 802

Miller, Juliet V. And Others

Imaging Futuristic Career Guidance Goals. Coordinator's Guide.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—24p.; For Participants Workbook, see CG 011 803

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, Career Opportunities, Coordinators, *Counselors, *Futures (of Society), Leaders Guides, Learning Modules, *Occupational Choice, *Planning, Trend Analysis, *Vocational Counseling, Workshops

This Coordinator's Guide accompanies the module *Imaging Futuristic Career Guidance Goals*. It defines the Coordinator's role from four aspects: setting the tone, setting the pace, facilitating the discussion, and evaluating. Suggestions for preparing and presenting the workshop are offered. The actual text is given in the accompanying module, but for each section the Coordinator is given the goal, suggested time, key points to review, and directions for carrying out the activity. Sections include an overview of the *Future-Conscious Career Planner*; *Future Imaging Skills*; *Selecting a Preferred Personal Future*; *Future Adapting Skills*; *Application*; and *Evaluation*. The workshop is intended to help school and agency guidance personnel learn about and apply futuristic career guidance goals. (Author/BP)

ED 140 196 CG 011 803

Miller, Juliet V. And Others

Imaging Futuristic Career Guidance Goals.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—63p.; For Coordinator's Guide, See CG 011 802

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *Career Opportunities, *Counselor Training, *Futures (of Society), Guides, Learning Activities, Learning Modules, *Occupational Choice, *Planning, Resource Materials, Trend Analysis, *Vocational Counseling, Workshops

This module is directed toward guidance personnel in school (K-adult) and agency settings such as counselors, teachers, students and administrators. It is also designed for students in pre-service education programs who are familiar with career development theories and information. The Module assumes that the participant is not familiar with the area of futurism. It provides an orientation to futuristic data, and help in using these data to develop career guidance goals. The Module defines short-term, middle-term, and long-term futures, and presents a model of the *Future-Conscious Career Planner*. It then offers practice in using the model to derive career guidance goals, developing skills related to future imaging, selecting a preferred personal future, and future adapting. It emphasizes future trends data related to work/leisure, education and life styles. Definitions, objectives, activities and evaluative methods are clearly presented. The Module is one of a series, and is accompanied by a Coordinator's Guide. (Author/BP)

ED 140 197 CG 011 804

Wood, Robert A. And Others

Establishing a Career Resource Center. Coordinator's Guide.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—15p.; For Participant's Workbook, see CG 011 805; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Planning, Coordinators, Guidance Personnel, Inservice Programs, Leaders Guides, *Needs Assessment, Occupational Choice, Planning, *Resource Centers, Secondary Education, *Vocational Counseling, Workshops

This Coordinator's Guide accompanies a module workbook, which is directed toward working guidance personnel in school settings, grades 7-14 including counselors, administrators and career specialists. The topic is the founding and improvement of Career Resource Centers and the Module focuses on a systematic process of implementing this objective. The Guide outlines a six-hour workshop to be run by a coordinator. It defines the coordinator's role in four areas: setting the tone, setting the rhythm and pace, facilitating group interaction, and evaluating. Suggestions for preparing and carrying out the workshop activities are also given, as well as specific times and suggestions for each activity section in the participants' workbook. Workshop activities include assessing needs, writing objectives, analyzing requirements, and assigning responsibility. (Author/BP)

ED 140 198 CG 011 805

Wood, Robert A. And Others

Establishing a Career Resource Center.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—72p.; For Coordinator's Guide, see CG 011 804; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Planning, Guidance Personnel, Guides, *Inservice Programs, *Learning Modules, *Needs Assessment, Occupational Choice, Performance Based Education, Planning, *Resource Centers, Secondary Education, *Vocational Counseling, Workshops

This module is directed toward working guidance personnel in school settings, grades 7-14, including counselors, administrators, and career specialists. The topic is the founding and/or improvement of Career Resource Centers and the module focuses on a systematic process of implementing this objective. Participants will review the concept of a Career Resource Center, how to identify needs and determine objectives, and learn how to establish priorities, select programs and implement plans. The module is designed as a six-hour workshop to be run by a coordinator. The module gives an overview of a systematic approach to the establishment of a resource center, then follows with a six-step plan: (1) assessing needs; (2) writing objectives; (3) identifying programs, activities, and services; (4) analyzing requirements for implementation; (5) identifying implementation tasks; and (6) assigning responsibility. Workshop activities to help participants acquire each skill are presented in detail. (Author/BP)

ED 140 199 CG 011 806

Brooks, Lois P.

Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. Coordinator's Guide

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—26p.; For Participant's Workbook, see CG 011 807; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Planning, *Cultural Images, *Ethnic Stereotypes, *Guidance Counseling, Guidance Personnel, Inservice Programs, Labeling (of Persons), Leaders Guides, Learning Modules, *Majority Attitudes, *Minority Groups, Workshops

This Module is designed for use by guidance personnel in grades K-12 and at the postsecondary level. These include teachers, administrators, counselors, paraprofessionals, pupil personnel workers and any others who provide services to ethnic minority populations. This Module will help each participant to differentiate between behaviors that reinforce stereotypes of ethnic minority persons and behaviors that facilitate greater awareness of people as individuals, to recognize that ethnically different individuals are unique persons, to identify effects of negative stereotyping on behavior, to identify resources that can provide participants with a broader perspective on the history and culture of a given ethnic minority group, and to identify ethnic-related stereotypes present in career materials. The module is designed as a six-hour workshop. The Coordinator's Guide defines the coordinator's role and gives specific timings and directions for carrying out activities related to the workshop goals. The Guide is intended to accompany a separate participants' workbook. (Author/BP)

ED 140 200 CG 011 807

Brooks, Lois P.

Eliminating Stereotypes of Ethnic Minorities Through Career Guidance.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—81p.; For Coordinator's Guide, see CG 011 806; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Planning, *Cultural Images, *Ethnic Stereotypes, Guidance Counseling, Guidance Personnel, Guides, Inservice Programs, Labeling (of Persons), Learning Modules, *Majority Attitudes, *Minority Groups, *Occupational Guidance, Resource Materials, Workshops

This Module is designed for use by guidance personnel in grades K-12 and at the postsecondary level. These include teachers, administrators, counselors, paraprofessionals, pupil personnel workers and any others who provide services to ethnic minority populations. This Module will help each participant to differentiate between behaviors that reinforce stereotypes of ethnic minority persons and behaviors that facilitate greater awareness of people as individuals, to recognize that ethnically different individuals are unique persons, to identify effects of negative stereotyping on behavior, to identify resources that can provide participants with a broader perspective on the history and culture of a given ethnic minority group, and to identify ethnic-related stereotypes present in career materials. The module is designed as a six-hour workshop to be run by a coordinator. In addition to textual material and activities on each of the target skill areas, the module contains abstracts of related state projects and a list of reference materials. (Author/BP)

ED 140 201 CG 011 808

Colby, Pamela G.

Providing Career Guidance for Young Women. Coordinator's Guide.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—16p.; For Participant's Workbook, see CG 011 809

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bias, *Career Planning, *Females, *Guidance Counseling, Guidance Personnel, Inservice Programs, Leaders Guides, Learning Modules, *Occupational Guidance, Secondary Education, Sex Role, *Sex Stereotypes, *Vocational Counseling, Workshops

This module is directed at personnel working or planning to work in the areas of guidance, counseling, placement and follow-through in junior and senior high school settings, grades 7-12. The module topic is career guidance for young

women of junior and senior high school age, and the focus will be on providing nonbiased career guidance which facilitates young women's consideration of the full range of career options. The module is designed as a six-hour workshop to be run by a coordinator. The Guide defines the coordinator's role in four areas: setting the tone, setting the pace, facilitating, and evaluating. Specific suggestions are given for preparing and carrying out the workshop, as well as for implementing each activity. (Author/BP)

ED 140 202 CG 011 809

Colby, Pamela G.

Providing Career Guidance for Young Women.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—60p.; For Coordinator's Guide, see CG 011 808; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bias, *Career Planning, *Females, *Guidance Counseling, Guidance Personnel, Guides, Inservice Programs, Learning Modules, *Occupational Guidance, Secondary Education, Sex Role, *Sex Stereotypes, *Vocational Counseling, Workshops

This module is directed at personnel working or planning to work in the areas of guidance, counseling, placement and follow-through in junior and senior high school settings, grades 7-12. The module topic is career guidance for young women of junior and senior high school age, and the focus will be on providing nonbiased career guidance which facilitates young women's consideration of the full range of career options. The module is designed as a six-hour workshop to be run by a coordinator. The module contains workshop games and activities designed to help participants overcome personal biases and learn strategies for exploring career options. (Author/BP)

ED 140 203 CG 011 810

Brooks, Lois P.

Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities. Coordinator's Guide.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—21p.; For Participant's Workbook, see CG 011 811; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *Communication Skills, Coordinators, Elementary Secondary Education, Ethnic Groups, *Guidance Counseling, Guidance Personnel, Inservice Education, Leaders Guides, Learning Modules, *Minority Groups, *Nonverbal Communication, Post Secondary Education, Vocational Counseling, Workshops

This Module is designed for use by guidance personnel in grades K-12 and at the postsecondary level. These include teachers, administrators, counselors, paraprofessionals, pupil personnel workers and any others providing services to ethnic minority persons. This Module will help each participant to differentiate between effective and ineffective verbal and nonverbal communication between ethnic groups, apply self concept enhancing practices for ethnic minorities to career guidance activities, and develop strategies for assisting ethnic minority persons to cope with special problems experienced in implementing career plans. The module is designed as a six-hour workshop to be run by a coordinator. The Guide defines the coordinator's role in four areas: setting the tone, setting the pace, facilitating the discussion, and evaluating. Specific suggestions are given for preparing and carrying out the workshop, as well as directions for running each activity. The Guide is used in conjunction with the participants' module. (Author/BP)

ED 140 204 CG 011 811

Brooks, Lois P.

Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—50p.; For Coordinator's Guide, see CG 011 810; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *Communication Skills, Elementary Secondary Education, Ethnic Groups, *Guidance Counseling, *Guidance Personnel, Guides, Inservice Education, Learning Modules, *Minority Groups, *Nonverbal Communication, Post Secondary Education, Vocational Counseling, Workshops

This Module is designed for use by guidance personnel in grades K-12 and at the postsecondary level. These include teachers, administrators, counselors, paraprofessionals, pupil personnel workers and any others providing services to ethnic minority persons. This Module will help each participant to differentiate between ethnic groups, apply self concept enhancing practices for ethnic minorities to career guidance activities, and develop strategies for assisting ethnic minority persons to cope with special problems experienced in implementing career plans. The module is designed as a six-hour workshop to be run by a coordinator. The participants' module contains information and workshop activities designed to develop skills in communication, self-concept and career management. The assumption made in this material is that, while all students need assistance in identifying and exploring career goals, minority students have greater obstacles to overcome and hence need additional assistance. (Author/BP)

ED 140 205 CG 011 812

Birk, Janice M.

Providing Life/Career Planning for Women and Girls. Coordinator's Guide.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—14p.; For Participant's Workbook, see CG 011 813; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Planning, Coordinators, *Equal Opportunities (Jobs), *Females, *Guidance Counseling, Guidance Personnel, Inservice Education, Leaders Guides, Learning Modules, Sex Role, *Sex Stereotypes, *Vocational Counseling, Workshops

This module is directed toward personnel involved in women's life/career planning, including teachers, administrators, counselors and paraprofessionals. The focus of the module is on teaching participants to facilitate free choice of careers and behaviors based on a broad range of options, both traditional and nontraditional. The module is designed for approximately 10 1/2 hours of workshop activities, to be run by a coordinator. This Guide defines the coordinator's role in three areas: setting the tone, regulating the pace and facilitating the discussion. Specific suggestions on preparing for and conducting the workshop are given, as well as directions for carrying out the various activities provided in the module. Sections include Society's Influence on Sex Role Development, Sex Bias in Resource Materials, and Legal Assistance for Women's Rights. (Author/BP)

ED 140 206 CG 011 813

Birk, Janice M.

Providing Life/Career Planning for Women and Girls.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [76]

Note—87p.; For Coordinator's Guide, see CG 011 812; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Planning, *Equal Opportunities (Jobs), *Females, *Guidance Counseling, Guidance Personnel, Guides, Inservice Education, Learning Modules, Sex Role, *Sex Stereotypes, *Vocational Counseling, Workshops

This module is directed toward personnel involved in women's life/career planning, including teachers, administrators, counselors, and paraprofessionals. The focus of the module is on teaching participants to facilitate free choice of careers and behaviors based on a broad range of options, both traditional and nontraditional. The module is designed for approximately 10 1/2 hours of workshop activities, including sections on Society's Influence on Sex Role Development, Sex Bias in Resource Materials, and Legal Assistance for Women's Rights. A variety of games, activities and information is included. The workshop is intended to be run by a coordinator, for whom a separate guide has been written. (Author/BP)

ED 140 207 CG 011 814
Fielding, Joyce Fielding, Marvin R.

Planning Pre-Employment Programs. Conducting Job Development Programs, Job Placement Programs, Follow-Up and Follow-Through Programs. Coordinator's Guide.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76
Note—98p.; For Participant's Workbook, see CG 011 815-818

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Planning, Coordinators, *Followup Studies, Guidance Personnel, Inservice Education, *Job Placement, *Job Search Methods, Learning Modules, *Occupational Guidance, *Program Planning, *Student Placement, Workshops

This coordinator's guide is designed to assist in leading a workshop covering four competency based modules in Job Placement, Follow-Up and Follow-Through. The purpose of the modules is to help the placement coordinators plan, implement, and evaluate a program of job placement services in a school setting. The content areas of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. Each module should take approximately six to seven hours of instructional time. They are planned for group presentation and require a workshop coordinator with some previous experience in the field of job placement to lead the group. A ratio of 21-27 participants to one workshop coordinator is suggested. This guide will provide an overview of the role of the workshop coordinator; suggestions for performing workshop functions; lists of materials required; an overview of module activities; methods of assessing participant achievements of module goals; and suggestions for wrapping up the workshop. (Author)

ED 140 208 CG 011 815
Fielding, Joyce Fielding, Marvin R.

Planning Pre-Employment Programs. Module 1.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76
Note—94p.; For Coordinator's Guide, see CG 011 814; For Other Participant's Manuals see CG 011 816-818

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Planning, Guidance Personnel, Inservice Education, Job Application, *Job Placement, *Job Search Methods, Learning Modules, *Occupational Guidance, *Program Planning, *Student Placement, Workshops

This is the first of four modules on developing a comprehensive program of job placement services in a school setting. The purpose of these modules is to help the placement coordinator plan, implement, and evaluate a program of job placement services to meet student needs. The content areas of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. They concentrate on the development of skills and knowledges required by job placement coordinators. This module deals with planning pre-employment programs. It is designed as an approximately seven-hour workshop to be led by a coordinator. The module contains games and activities designed to help job placement coordinators (or anyone concerned with pre-employment programs) acquire skills in this area. Sections include Rationale; Methods of Delivering Services; Strategies for Teaching Desirable Work Habits; Conducting a Job Search; Job Communication Skills; and The Job Interview. Evaluation and assessment activities are included. (Author/BP)

ED 140 209 CG 011 816
Fielding, Joyce Fielding, Marvin R.

Conducting Job Development Programs. Planning Pre-Employment Programs, Module 2.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76
Note—86p.; For Coordinator's Guide, see CG 011 814; For Other Participant's Manuals see CG 011 815-818

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Planning, Guidance Personnel, Inservice Education, Job Application, *Job Placement, *Job Search Methods, Learning Modules, *Occupational Guidance, *Student Placement, *Vocational Counseling, Workshops

This is the second of four modules on developing a comprehensive program of job placement services in a school setting. The purpose of these modules is to help the placement coordinator plan, implement, and evaluate a program of job placement services to meet student needs. The content areas of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. They concentrate on the development of skills and knowledges required by job placement coordinators. It is designed as a six-to seven-hour workshop to be run by a Coordinator. The module includes information and activities under the following headings: Sources Used to Identify Potential Employers; Methods of Contacting Employers; Securing Job Orders; and Managing Employer and Job Information. Assessment and Application activities are also included. (Author/BP)

ED 140 210 CG 011 817
Fielding, Joyce Fielding, Marvin R.

Conducting Job Placement Programs. Planning Pre-Employment Programs, Module 3.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76
Note—93p.; For Coordinator's Guide, see CG 011 814; For Other Participant's Manuals see CG 011 815-818

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Organization, *Career Planning, Guidance Personnel, Inservice Education, Job Application, Job Placement, *Job Search Methods, Learning Modules, Management, *Occupational Guidance, *Student Placement, *Vocational Counseling, Workshops

This is the third of four modules on developing a comprehensive program of job placement services in a school setting. The purpose of these modules is to help the placement coordinator plan, implement, and evaluate a program of job placement services to meet student needs. The content area of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. They concentrate on the development of skills and knowledges required by job placement coordinators. The module is designed as a six-to seven-hour workshop to be led by a coordinator. The module contains information and activities under the following headings: Rationale; Methods of Collecting Follow-up Information; Using Follow-up Information; and Follow-Through Activities. A postassessment activity is also included. (Author/BP)

placement, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. They concentrate on the development of skills and knowledges required by job placement coordinators. The module is designed as a six-hour workshop to be led by a coordinator. The module contains information and activities under the headings: Principles Involved in Establishing a Job Placement Office; State and Federal Legislation; Managing Student and Placement Information; and Placing Students on a Job. A post assessment activity is also included. (Author/BP)

ED 140 211 CG 011 818
Fielding, Joyce Fielding, Marvin R.

Conducting Follow-Up and Follow-Through Programs. Planning Pre-Employment Programs, Module 4.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76
Note—73p.; For Coordinator's Guide, see CG 011 814; For Other Participant's Manuals see CG 011 815-818

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Planning, Followup Studies, Guidance Personnel, Inservice Education, Job Application, *Job Placement, *Job Search Methods, Learning Modules, *Occupational Guidance, *Student Placement, *Vocational Counseling, Workshops

This is the last of four modules on developing a comprehensive program of job placement services in a school setting. The purpose of these modules is to help the placement coordinator plan, implement, and evaluate a program of job placement services to meet student needs. The content areas of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. They concentrate on the development of skills and knowledges required by job placement coordinators. It was designed as a six-to seven-hour workshop to be led by a coordinator. The module contains information and activities under the following headings: Rationale; Methods of Collecting Follow-up Information; Using Follow-up Information; and Follow-Through Activities. A postassessment activity is also included. (Author/BP)

ED 140 212 CG 011 819
Waltz, Garry R. Benjamin, Libby

On Becoming a Change Agent.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—400-75-0017

Note—129p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Organization, Behavior Change, *Change Agents, *Change Strategies, Changing Attitudes, Counselors, Guides, *Innovation, *Models, *Social Change

This monograph is based on the premise that counselor effectiveness, even counselor survival, depends upon the counselor's willingness and ability to be an active participant in facilitating change. The authors cite five conditions that must be present for successful change. They are: (1) a need for change must be felt by those who will be involved; (2) several kinds of administrative support are needed; (3) community support is essential; (4) on-going evaluation procedures should be incorporated into the plan; and (5) the persons implementing the change must be supported during the process. A six-stage model for change is presented, with each stage outlined in some detail. Both general and specific tactical advice are offered. The book concludes with an extensive, partially annotated bibliography. (Author/BP)

ED 140 213

CS 003 284

Allington, Richard L.

Teaching, Learning, and Reading in the Middle Grade Content Areas.

Pub Date Oct 76

Note—21p.; Paper presented at the Annual Meeting of the Kean College Reading Conference (13th, Union, New Jersey, October 16, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Advance Organizers, *Content Reading, Elementary Secondary Education, Instructional Materials, *Learning Processes, Learning Readiness, *Reading Comprehension, *Reading Instruction, Vocabulary Development

Developing prerequisite learning skills and strategies and providing knowledge necessary to further learning in a particular discipline are the dual roles of a middle-grade content-area teacher. This paper demonstrates how these dual roles can support each other in developing readiness for learning. The importance of readiness for learning is discussed, particularly the need for experiential background to be adequate before comprehension can be developed. The two strategies presented, developing vocabulary and student-generated prequestions, reflect the argument that time spent getting ready to read is probably the most effective means of improving comprehension in the content areas. (MB)

ED 140 214

CS 003 331

Curran, Faye

Accountability in Tutorial Programs.

Pub Date [77]

Note—16p.; Report prepared at Miami University, Middletown

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Educational Accountability, *Educational Assessment, *Grade Prediction, Higher Education, Junior Colleges, *Program Evaluation, *Remedial Instruction, *Tutorial Programs, Tutoring

This paper describes procedures developed for evaluating the tutorial program at a two-year college. At the end of each school term, evaluation forms are sent to faculty from whose classes the tutees have come, to the tutors, and to the tutees. As part of an objective evaluation system, the program directors have developed a method for converting college entrance examination scores into grade prognosis scores for given academic subjects. This predictive grade and the tutee's grade in the course before beginning tutoring are compared with the final grade, received after tutoring, to assess the effects of the tutoring. The program directors also tabulate data regarding the reduction in attrition of students due to the tutorial program and then translate these figures into tuition savings for the institution. The paper includes the table used for converting college entrance examination scores into grade-point predictors, and it provides samples of the forms used for all aspects of the evaluation procedures. (GW)

ED 140 215

CS 003 344

Dewberry, Robert Preston

Reading Interests, Habits, and Attitudes of Eleventh Grade Students in Montgomery, Alabama.

Pub Date 76

Note—125p.; Ed.D. Dissertation, Auburn University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-30,085, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *English Instruction, Grade 11, High School Students, *Reading Habits, *Reading Interests, *Reading Material Selection, Secondary Education, *Student Attitudes

This study focused upon the reading interests, habits, and attitudes of high school junior English students. A survey instrument was used to collect data concerning differences among groups of students (sex, race, and academic placement) in terms of preferred reading materials and areas of interest, specific reading interests, actual reading habits, and attitudes toward reading. Analysis of compiled data showed no significant differences between the groups' rankings of types of reading materials or between the groups' rankings of

areas of interest. However, there were shown to be specific types of reading materials characteristic of various groups, specific areas of interest characteristic of various groups, and differences of reading activities of the various groups during the regular school term and the summer months. (Author/JM)

ED 140 216

CS 003 347

Harris, Albert J.

Practical Suggestions for Remedial Teachers.

Pub Date May 77

Note—16p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Accountability, Elementary Secondary Education, *Reading Instruction, *Remedial Reading, Remedial Teachers, *Student Teacher Relationship, *Teaching Techniques

This paper presents a series of practical suggestions for remedial reading teachers, particularly those who are newly appointed or who have been assigned to a new school setting. The suggestions are organized into five main sections: structuring the job, planning for efficient use of the remedial teacher's time, developing relationships with pupils, planning for effective learning, and meeting demands for accountability. (AA)

ED 140 217

CS 003 351

Guy, Marilyn Jean Walter

Relationship Between Student Participation in a Secondary School Reading Program and Selected School Performance Variables.

Pub Date 76

Note—114p.; Ed.D. Dissertation, The University of North Dakota

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-30,304, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Behavior Patterns, *Behavior Problems, *Compensatory Education, Doctoral Theses, *Program Evaluation, *Reading Research, *Remedial Reading Programs, Secondary Education, *Student Attitudes

Forty-nine sophomore students identified from reading and nonverbal IQ scores received remedial reading instruction, based on individual, diagnostic reading evaluations, in small classes of 10 to 15 students for one hour each day of the school year. Thirty-four received remedial instruction for the full academic year; 15 received instruction for at least nine weeks but for less than a full academic year. A control group was matched with the experimental students for sex, grade level, reading achievement, and nonverbal IQ. A variety of data was gathered, including reading and IQ scores, grade point averages, school absences, class cuts, suspensions from school, and attitudes toward reading. Results indicated that remedial reading instruction in grade 10 did not significantly affect reading achievement in grade 12 or school-related behavior as measured by the selected behavior variables. Results were interpreted as supporting previous findings that short-term compensatory education does not produce significant long-term effects on objective measures of achievement or on school-related behavior. (Author/AA)

ED 140 218

CS 003 352

Hansen, Cheryl L.

The Generalization of Skills and Drills vs. Corrective Feedback Instruction to the Independent Reading Performance of Intermediate Aged Learning Disabled Boys.

Pub Date 76

Note—181p.; Ph.D. Dissertation, University of Washington

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-582, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Diagnostic Teaching, Doctoral Theses, Intermediate Grades, *Learning Disabilities, Oral Reading, *Reading Instruction, *Reading Research, Reading Skills, *Remedial Reading, *Teaching Techniques

The effects on independent reading performance of two methods of word-attack instruction were compared for eight learning-disabled boys of intermediate age. The students read orally in the Checkered Flag series for five minutes daily. After a baseline period of two or

four weeks, the students received two weeks of instruction focused on observed weaknesses in word recognition skills (skills and drills method) and two weeks of instruction in a method which guided them to correct their own reading errors while they read in context (corrective feedback method). A multiple baseline crossover design was used to assess instructional effects. Results were interpreted as indicating that in the corrective feedback condition students were learning to read for meaning, while skills and drills instruction focused attention on individual words rather than on meaning. Both treatments had some positive effects on students' independent reading performance, but transfer was greater with the corrective feedback technique. (Author/AA)

ED 140 219

CS 003 360

Glaser, Ann

Diagnosis, Prescriptions, Management Systems and the Director's Role.

Pub Date May 77

Note—24p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Demonstration Programs, *Diagnostic Teaching, *Individualized Reading, Junior High Schools, *Management Systems, Reading Diagnosis, *Reading Instruction, *Reading Programs

This paper discusses California's Cost Effective Demonstration Reading Programs—Reading for Survival, which operate on the premise that the junior high school years are an optimum time for intensive instruction in reading. The programs use a diagnostic/prescriptive approach. This begins with diagnostic testing of all students, followed by the prescription of an individualized learning program for each student. To coordinate the extensive individual programs, an effective management system is necessary; each successful California Demonstration Program has a management system developed at the school site to meet the specific needs of the individual school population. Examples of some of the record keeping and management materials developed at the De Anza Junior High School Reading Center are included. The role and responsibilities of the project director are also discussed. (AA)

ED 140 220

CS 003 361

McDorman, Mary Ben Erwin

The Effects of Directionality and Complexity on Learning Disabled and Normal Subjects' Learning Sentence Sequence, Comprehending Sentences and Recognizing Sentence Relationships.

Pub Date 76

Note—139p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29,544, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Education, *Failure Factors, *Learning Disabilities, Reading Comprehension, *Reading Research, *Reading Skills, Sentences, *Sequential Learning, *Serial Ordering, Visual Perception

This study investigated the effects of the direction of print on learning-disabled students' and normal students' abilities to learn the sequence in which sentences are presented, to comprehend sentences, and to recognize relationships among sentences. Four groups of 12 learning-disabled pupils and four groups of 12 normal pupils between the ages of 8 and 11 participated. There were four treatment conditions: material printed in a traditional horizontal style from left to right; sentences printed in a horizontal style from right to left; sentences printed in a vertical style, from top to bottom; and sentences printed in a vertical style, from bottom to top. Analyses of results indicated that the direction of print did not contribute significantly to the normal or learning-disabled groups' abilities to sequence or to comprehend sentence material. The performance of the normal subjects was significantly higher than that of the learning-disabled subjects under all treatment conditions. Both groups displayed significant improvement in sequencing over trials. Performance in sequencing and comprehending sentences was enhanced when sentences were of low complexity. (Author/AA)

ED 140 221 CS 003 378

Lass, Bonnie

Speaking Black and Reading Standard (English).

Pub Date May 77

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Black Dialects, Elementary Education, Language Skills, *Oral English, Reading Ability, *Reading Achievement, *Reading Research, *Standard Spoken Usage

In this investigation, 72 second-, fourth-, sixth-, and eighth-grade speakers of black English were studied in an attempt to determine whether a relationship exists between the speaking of black English and the reading of standard English. Two variables of oral language were examined: the degree of divergence from standard English and the ability to code-switch from black English to language closer to standard English. It was hypothesized that those children whose variety of black English most closely resembled standard English and those children who were best able to code-switch would be the best readers. The scores for dialect variety and code-switching were correlated with raw scores from the SRA Assessment Survey reading subtest. In addition, the oral language variables were correlated with grade level and sex variables. Analysis of the data indicated that the degree of divergence of the subjects' speech from standard English showed no significant relationship to their reading scores, that the ability to code-switch showed no significant relationship to reading scores, and that findings related to grade level and sex differentials were largely nonsignificant. (GW)

ED 140 222 CS 003 379

Bean, Rita M.

Analysis of Comprehension Practices in a Basal Series at the Intermediate Level.

Pub Date May 77

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977); For related document see CS003507 in October 1977 "Resources in Education"

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Basic Reading, Content Analysis, Intermediate Grades, Literary Genres, *Reading Comprehension, *Reading Materials, *Reading Research, *Reading Skills, *Textbook Content, Textbook Evaluation

Materials for teaching reading comprehension in a widely used intermediate grade basal reading series were analyzed as part of a larger study. This report concentrates on the genre of the selections and on the sequencing of instruction in questions related to the comprehension skill, drawing conclusions. Results of the analyses suggested that the series provided a well-balanced selection of genres and facilitated the mechanics of teacher/pupil interaction within the specific skill lessons. There was also a well-developed management system which could provide opportunities for diagnostic teaching. Questions were raised about the length of the stimuli and the type of content in the specific skill lessons, as well as about the lack of match between the task expected of students in the instructional exercises and that required in the assessment selections. (AA)

ED 140 223 CS 003 381

Davis, John E.

Poetry as Motivation for Reading.

Pub Date May 77

Note—9p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Composition (Literary), *Creative Writing, Elementary Secondary Education, *Literature Appreciation, *Poetry, Reading Instruction, *Reading Materials, *Student Motivation, Teaching Techniques

An interest in poetry provides motivation for children to read; in order to inspire such an interest, teachers must avoid four commonly used approaches to poetry: teaching poetry as an isolated subject, as if it had a language all its own; teaching poetry for purposes of analysis; selecting inappropriate poetry for children and presenting it in inappropriate ways; and teaching poetry for purposes of testing. Positive approaches to poetry involve teaching poetry as a natural form of lan-

guage, avoiding the forced analysis of poetry, selecting poetry which is meaningful for pupils, and avoiding testing pupils on poetry they have read. Additionally, an invaluable way to encourage the enjoyment of poetry is to teach pupils to write their own poems. Collaborative poems may be written initially, as a means of overcoming pupil resistance to writing poetry; such poems may be typed and placed in a looseleaf notebook for pupils to read. Other types of poetry writing which appeal to pupils include the writing of blank verse, cinquains, haiku, couplets, and limericks. The poetry the children write can then become excellent reading material. (GW)

ED 140 224 CS 003 384

Durr, William K.

Teaching Strategies for Developing Comprehension Abilities.

Pub Date May 77

Note—36p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cloze Procedure, Context Clues, *Decoding (Reading), Discussion (Teaching Technique), Elementary Education, Learning Activities, Listening, *Reading Comprehension, *Reading Instruction, Reading Skills, *Teaching Techniques

This study discusses six specific strategies that teachers can use to improve elementary students' reading comprehension. First, teach the students to use context clues as one vital part of the decoding process, in order to improve comprehension. Second, increase students' depth of comprehension by triggering discussion of materials they have read with questions which call for them to make inferences from—and evaluations of—that material. Third, provide planned exercises in listening over a sustained period of time. Fourth, provide cloze exercises and discuss with students who are low achievers the logic behind the choices of words that were made to fill in the blanks. Fifth, have students make mental images as they read. Sixth, provide planned instructional activities which help students understand connectives and how they influence meaning. (MB)

ED 140 225 CS 003 389

Schreiner, Robert

Assessing Reading Comprehension.

Pub Date May 77

Note—19p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Processes, Educational Assessment, Elementary Secondary Education, Literature Reviews, *Reading Comprehension, *Reading Processes, *Reading Research, Reading Skills, *Reading Tests, *Test Validity, Theories

Many instruments designed to assess reading comprehension reflect instructional tasks that have not clearly been shown to be a part of the process of comprehension. If the measurement instruments are to have construct validity, however, they must be created to reflect what we know about cognitive processing. Recent work in cognitive psychology has begun to aid us in codifying some of the basic factors or elements of comprehension. Three particular areas of research in cognitive psychology are explored as potential sources of items and activities for assessing reading comprehension: imagery and associational aids in recall; network theory relating classes and examples of concepts; and "scripts" that contain information about situations encountered with regularity. (AA)

ED 140 226 CS 003 395

Paris, Scott G. Brooks, Penelope

Cognitive Factors in Children's Listening and Reading Comprehension: Assessment and Facilitation. Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn.; Purdue Univ., Lafayette, Ind.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-3-2334

Pub Date 1 Feb 77

Grant—NE-G-003-00089

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Child Development, *Cognitive Processes, Context Clues, Elementary Education, *Listening Comprehension, *Reading Comprehension, *Reading Research, Recall (Psychological), Retention, Thought Processes, *Visual Learning

This report describes a series of studies of how children learn to operate on incoming information as it is transmitted by language or pictorial representations. Specifically, the studies examined (1) the relationship between what is known and the structure of incoming information and (2) the active operations children use in the process of comprehension. Among the results was the finding that children can and do act on incoming information in ways similar to adults. The studies also indicated that common, familiar relationships are comprehended faster than uncommon or unfamiliar relationships; that comprehension is aided if the reader acts on the information in the text; and that readers benefit from being given a topic which further information will elaborate. The studies leading to these conclusions are described in detail in the report. (AA)

ED 140 227 CS 003 397

Reading Center: 1972-73 Follow-Up Study. No. 72.

Broward County School Board, Fort Lauderdale, Fla.

Pub Date Dec 74

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, *Program Effectiveness, Reading Achievement, *Reading Centers, *Reading Improvement, Reading Instruction, Reading Programs, *Reading Research

This study was designed to determine whether third-year pupils in a reading center project maintained their reading gains 16 months after leaving the program. Subjects consisted of two control groups and an experimental group—a random sample of third-year pupils enrolled at the reading center during the fall of the 1972-1973 school year. Criterion reading tests were administered as part of a country-wide testing program, completely independent of the reading center. Results of the study indicate that participants' gains tended to be maintained 16 months after they finished the program and that black participants may have benefited more than did the white participants, especially in the area of reading comprehension. (JM)

ED 140 228 CS 003 405

Greenbaum, William And Others

Measuring Educational Progress: A Study of the National Assessment.

Pub Date 77

Note—234p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$11.50 cloth)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Educational Assessment, Educational Objectives, *Educational Policy, Educational Research, Elementary Secondary Education, *Evaluation Methods, *National Surveys, *Testing, Testing Problems, Testing Programs

Identifiers—*National Assessment of Educational Progress

This book provides a comprehensive evaluation of the goals, objectives, and procedures of the National Assessment of Educational Progress (NAEP). Separate chapters discuss NAEP's objectives and organizational development; its division of knowledge into subject areas; the subject-area objectives; exercise development; measurement of background variables; the sampling design and the exercise packages; reporting of results; past and future uses of the assessment; and social indicators and the reform of education. Highly critical of some aspects of NAEP, the study is followed by a response from the staff of the National Assessment. (AA)

ED 140 229 CS 003 415

Brantley, Verna Lee

Relationships among Teacher and Pupil Self-Concept and Pupil Reading Achievement at the First Grade Level.

Pub Date 76

Note—103p.; Ph.D. Dissertation, The University of North Dakota

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-30,308, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, *Doctoral Theses, Grade 1, *Performance Factors, *Primary Education, *Reading Achievement, *Reading Research, *Self Concept, *Student Attitudes, *Teacher Attitudes

Relationships among teacher and pupil self-concepts and pupil reading achievement were investigated in a sample of 239 first-grade pupils and the 17 teachers assigned to them. Results from pretesting and posttesting indicated that a positive relationship existed among changes in certain elements of pupil self-concept (self-acceptance, social maturity, and self-security) and changes in pupil reading achievement; that factors of teacher self-concept were related to changes in elements of pupil self-concept; that elements of pupil self-concept related to reading achievement were not necessarily the same as those elements of pupil self-concept related to teacher self-concept; and that teacher self-concept, teachers' views of the teaching profession, and teachers' views of children as students were positively related to change in pupil reading achievement. (Author/AA)

ED 140 230 CS 003 417

Cuchens, Barbara Dianne

Relationships between Affective Measures and Reading Success of Low Income Black Children.

Pub Date 75

Note—256p.; Ed.D. Dissertation, The University of Florida

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-65, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Black Students, Doctoral Theses, Elementary Secondary Education, Intermediate Grades, Low Income, Middle Schools, *Parent Attitudes, Parent Child Relationship, Reading Achievement, *Reading Research, *School Attitudes, *Self Concept, *Student Attitudes, *Success Factors

In order to examine factors associated with success in reading, reading teachers in four middle schools identified low-income black students in grades six, seven, and eight who met specified criteria for success or failure in reading. Results from a series of affective tests indicated that significant relationships existed between low-income black children's success in reading and their perceptions of their reading teachers' attitudes toward them; attitudes toward school and school work, toward reading, and toward their reading classes; perceptions of their parents' attitudes toward school; and self-concepts as measured by the How I See Myself Scale. No significant relationships were found between success in reading and children's relationships with their families, their mothers, and their fathers; attitudes toward the future; and self-concept as measured by the Tool 22: Sentence Completion Form. (Author/AA)

ED 140 231 CS 003 418

Edwards, Barbara Ann

The Effect upon Comprehension of the Presence and Type of Cognitive Organizer and of the Syntactic Structure of Recall Questions.

Pub Date 76

Note—261p.; Ph.D. Dissertation, University of South Florida

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-30,037, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Advance Organizers, *Cognitive Processes, Cognitive Style, Doctoral Theses, Elementary Education, *Reading Comprehension, *Reading Research, *Recall (Psychological), *Syntax

This study investigated a psycholinguistic model of reading comprehension which attempts to relate readers' conceptual backgrounds to their ability to process syntactic structures. Specifically, the questions addressed involved the interaction between cognitive organizers and active and passive voices of verbs. Subjects included 409 third graders, 529 fourth graders, and 425 sixth graders who were randomly selected from ten elementary and two middle schools in Pasco County, Florida. Assessment of the effect of the independent variables on reading comprehension

revealed that no significant interactions existed between voice and organizer and that no significant effects due to voice of verbs used in the recall questioning could be proven. In addition, no effects due to presence or type of cognitive organizer were established. Post hoc analyses indicated that all control groups scored significantly above their expected chance levels and that not all experimental groups scored higher than their corresponding control groups. Several reasons were postulated for the lack of effects: the children's developmental characteristics, difficulty of the reading passages, level of cognitive operation required, and so on. (Author/KS)

ED 140 232 CS 003 423

Mayerson, Paul S. Alimi, M. Zaher

Developing a Language Curriculum in Afghanistan.

Pub Date Aug 76

Note—23p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (6th, Singapore, August 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum Development, Educational History, Educational Objectives, Educational Trends, Elementary Education, *Elementary School Curriculum, *English (Second Language), Inservice Teacher Education, Instructional Materials, *Language Arts, *Language Instruction

Identifiers—*Afghanistan

This paper outlines ways in which Afghanistan is modernizing its elementary language arts curriculum, changing from the traditional curriculum which stressed rote memorization of academic materials to an approach which encourages active inquiry and problem solving. Initial sections of the paper present background information on Afghanistan and its people and on educational trends in the nation's history. The paper then outlines current goals and objectives in developing language arts curricula and instructional materials, notes the scope and sequence of the language arts program, and describes procedures used in preparing language arts textbooks. Special attention is given to outlining ways in which pupils are taught the two official Afghan languages, Dari and Pashto. The authors present current methodologies for helping pupils to study their first language, then to learn the second official language, and finally to learn a foreign language, usually English. The paper tells how language arts activities are integrated, explains the use of a structured cycle of activities for each text, outlines ways in which materials are field tested and approved, and reports on ways in which school personnel are trained to use the new materials. (GW)

ED 140 233 CS 003 426

Miller, William LeRoy

A Consolidation of Advance Organizers and Student-Developed Pre-Reading Questions as a Method to Aid the Retention of Written Information.

Pub Date 76

Note—123p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29,766, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Advance Organizers, *Delinquents, Doctoral Theses, Learning Processes, *Reading Research, Recall (Psychological), *Retention, Secondary Education, *Study Skills

Identifiers—*Prose Learning

This investigation tested the effects of a reading method on the ability of delinquent students to retain information. The method used involved a consolidation of advance organizers, student-developed pre-reading questions, establishment of purposes for reading, and the questions "who, what, where, when, why, or how." Eighteen subjects received the experimental treatment in four 30-minute lessons on the method developed; 23 subjects were used as a control group which received no instruction. After the treatment period, both the control and experimental groups were given a test passage to read; they were then asked to write all they could about the test passage. One week later both groups were again asked to write all they could remember about the test passage. Analysis of results indicated that the consolidation of advance organizers, student

developed pre-reading questions, establishment of purposes for reading, and the questions "who, what, where, when, why, or how" were not significantly related to ability to retain information over a one-week period of time. (Author/AA)

ED 140 234 CS 003 431

Parham, Jo Ann Walton

Some Characteristics of Persistent and Non-Persistent Students Who Enrolled Voluntarily in a Developmental Reading Program at the University of Florida.

Pub Date 75

Note—128p.; Ed.D. Dissertation, The University of Florida

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-115, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, College Freshmen, *Developmental Reading, Doctoral Theses, Higher Education, *Persistence, Personality, *Reading Centers, *Reading Instruction, *Reading Research, Reading Skills

Seventy freshmen in a reading and study skills center participated in a study of the relationship between persistence in participating in a voluntary, noncredit developmental reading program and sex, personality type, entrance reading proficiency, entrance general scholastic ability, type of program selected, and change in grade-point average. The 32 persistent students attended the reading and study skills center for at least nine hours; the 38 nonpersistent students attended for eight or fewer hours. Analyses of results indicated that there were no significant differences between persistent and nonpersistent students on any of the variables tested. (Author/AA)

ED 140 235 CS 003 432

Spiegel, Dixie Lee

Investigation of the Effects of Training in the Use of Adjunct Aids on Comprehension When Reading Factual Materials, With Attention Given to Measuring Attitudes.

Pub Date 76

Note—421p.; Ph.D. Dissertation, The University of Wisconsin-Madison

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-23,346, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Advance Organizers, Doctoral Theses, *Factual Reading, Grade 8, *Learning Processes, Prose, Questioning Techniques, *Reading Comprehension, *Reading Research, Secondary Education, Student Attitudes

Identifiers—*Prose Learning

This study investigated the effects of training in the use of advance organizers and interspersed questions on the comprehension and attitudes of good, average, and poor eighth-grade readers who were randomly assigned, by intact classroom units, to one of three treatment groups. The first treatment group received eight sessions of training in the use of advance organizers and five sessions in the use of the techniques for unmodified materials. The second treatment group received a comparable amount of training using interspersed questions. The third treatment group was trained for the same amount of time in finding the main idea of a paragraph. The only significant effect to emerge from the analysis of five posttraining assessment sessions indicated that good readers trained in the use of interspersed questions performed better on tests of literal comprehension of modified materials than did good readers in the advance organizer and comparison groups. Training in the use of advance organizers had no significant effect on the comprehension or attitudes of good, average, or poor eighth-grade readers when factual materials were read. (Author/AA)

ED 140 236 CS 003 433

Sydnor, Clement Adkisson, III

The Relationship between Reading Achievement and Academic Achievement for Program Graduates of the Diagnostic and Remedial Reading Program of the Richmond Schools.

Pub Date 76

Note—56p.; Ed.D. Dissertation, University of Virginia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-185, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Doctoral Theses, Elementary Secondary Education, *Performance Factors, *Reading Achievement, *Reading Research, *Remedial Reading

This study examined the relationship between students' reading achievement and their achievement in other school subjects one year after graduating from a diagnostic and remedial reading program. Gain scores indicated by pretesting and posttesting with the Comprehensive Test of Basic Skills were compared with the difference between grades in other academic subjects during the first six weeks and the last six weeks of the year. The students studied showed substantial gains in reading achievement, but there was no relationship between reading achievement and achievement in other academic subjects in any of the six grades studied. (Author/AA)

ED 140 237 CS 003 435

Wagner, Barry Martin

Mathematical Effects of Postadjunct Questions in Three Response Modes on the Learning of Factual Knowledge and Its Application.

Pub Date 76

Note—174p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29,492, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Factual Reading, *Learning Processes, Prose, Psychological Studies, *Questioning Techniques, Reading Comprehension, *Reading Research, *Response Mode, Secondary Education

Identifiers—*Prose Learning

A sample of 208 students from grades ten through twelve were randomly assigned to one of four groups in a study of the effects of multiple-choice, fill-in-the-blank, and constructed modes of response to embedded questions on the learner's ability to answer application-type questions. The three experimental groups received five instructional passages on psychological principles, including three adjunct questions on each passage; treatments differed in the mode of response: multiple choice, fill in the blank, or constructed. The control group received only the criterion measure. Half the members of each group were randomly assigned to one of two delayed criterion measures, lower-order questions or higher-order questions. Results indicated that the response modes produced selectively different learning outcomes. If the instructional objective is the acquisition of factual information, the multiple-choice mode will initiate effective processing activities. If the objectives are concerned with the acquisition of higher-order application skills, than the constructed response mode contributes to the necessary deeper-level processing. (Author/AA)

ED 140 238 CS 003 436

Wilder, Dan Glen

The Effectiveness of the TARMAC Reading Program.

Pub Date 76

Note—115p.; Ed.D. Dissertation, East Tennessee State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,980, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Compensatory Education, Doctoral Theses, *Educationally Disadvantaged, Grade 3, Primary Education, Program Evaluation, Reading Comprehension, *Reading Instruction, *Reading Programs, *Reading Research, Reading Skills, Remedial Reading, Social Studies

Forty third-grade students who were reading below third-grade level and who were identified as educationally deprived participated in a study of the effectiveness of the TARMAC reading program. Twenty students were randomly selected for the experimental group; the other 20 served as a control. The Stanford Achievement Test was administered as a posttest to both groups. Analyses of results indicated that, compared with the control group, the experimental group showed significant differences in vocabulary knowledge, word-reading, reading comprehension, word study skills, and social studies grades. (Author/AA)

ED 140 239

Worner, Michael Stephen

A Study of the Reading Proficiency of Fourth Grade Children in North Dakota with Special Emphasis on the Disabled Reader.

Pub Date 76

Note—101p.; Ed.D. Dissertation, The University of North Dakota

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-30,307, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Grade 4, Intermediate Grades, *Reading Achievement, Reading Diagnosis, *Reading Difficulty, *Reading Instruction, *Reading Research, *Remedial Reading, State Surveys

Identifiers—*North Dakota

This study sought to determine the reading proficiency of fourth-grade children in North Dakota and to ascertain the assistance that was provided for disabled readers by the schools and by classroom teachers. A sample of 2,069 fourth graders in 57 North Dakota school districts participated in the study. The Iowa Tests of Basic Skills and the Long Thorndike Intelligence Test were administered by school district personnel. The investigator and a group of 23 trained diagnosticians individually tested potential disabled readers with the Slosson Intelligence Test for Children and Adults and the Informal Reading Inventory. Among the results was the finding that, of the 284 disabled readers identified, 33.45% received supplementary instruction. Some 78% of the disabled readers were not placed appropriately for instruction in reading; 82% of the time, grade level materials were prescribed to disabled readers. (Author/AA)

ED 140 240

Hittleman, Daniel R.

Adaptive Assessment for Nonacademic Secondary Reading.

Pub Date May 77

Note—15p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Applied Reading, Content Reading, *Functional Reading, Miscue Analysis, *Reading Diagnosis, *Reading Instruction, *Reading Skills, Reading Tests, Secondary Education, Student Evaluation

Adaptive assessment procedures are a means of determining the quality of a reader's performance in a variety of reading situations and on a variety of written materials. Such procedures are consistent with the idea that there are functional competencies which change with the reading task. Adaptive assessment takes into account that a lack of communication between author and reader may result from the reader's lack of knowledge or strategies for reconstructing the message or from the author's use of a style that is unfamiliar to the reader. Through an analysis of miscues—oral reading responses that deviate from the expected responses—it is possible to examine a reader's ability to reconstruct an author's message. A good way to clarify the idea of functional competency is to examine various types of reading materials encountered by high school students, including narrative writing, expository writing, and job-related reading materials. Job-related reading tasks have their own specific readability factors. To determine a student's ability to read in job-related situations, a teacher may sample the person's reading of such materials as help-wanted advertisements, application forms, and typical business invoices. (GW)

ED 140 241

Rawson, Margaret Byrd, Ed.

An Interdisciplinary Journal of Specific Language Disability, Volume 25.

Orton Society, Towson, Md.

Pub Date 75

Note—225p.; Proceedings from the World Congress on Dyslexia (Rochester, Minnesota, November 1974); Parts may be marginally legible due to small print of the original document

Available from—Orton Society, 8415 Bellona Lane, Towson, Maryland 21204 (\$5.00)

Journal Cit—Bulletin of the Orton Society; v25 1975

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.

CS 003 438

Descriptors—Diagnostic Teaching, *Dyslexia, Elementary Secondary Education, Followup Studies, *Learning Disabilities, Neurologically Handicapped, Predictor Variables, *Reading Difficulty, *Reading Research, Remedial Programs, *Remedial Reading, Speech Handicapped

Identifiers—*Orton (Samuel)

This silver anniversary issue contains papers from the World Congress on Dyslexia held in November 1974, as well as two case studies and reviews of books related to the study, treatment, or prevention of problems of specific language disability. Papers include discussions of 50 years of experience with dyslexia; prediction and prevention of reading disability; tutorial and group instruction in a hospital language-research unit; cluttering and stuttering; the marginally ready child; early speech and language problems; predictive antecedents of specific reading disability; dichotic listening with related tasks for dyslexics; a follow-up study of 216 dyslexic children; case studies of two dyslexic girls; and discussions of the life and work of Samuel T. Orton. (AA)

ED 140 242

Young, Aaron Ross, Jr.

The Relationship of Selected Aspects of Reading Comprehension and Cognitive Tasks: Classification Abilities at the Concrete Operations Stage.

Pub Date 76

Note—187p.; Ph.D. Dissertation, Georgia State University-School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-1559, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Ability, *Cognitive Development, Cognitive Processes, *Cognitive Tests, Doctoral Theses, Evaluation Needs, *Intelligence Tests, *Reading Comprehension, *Reading Research, Standardized Tests

Identifiers—*Piaget (Jean)

This study attempted to prove a dichotomy between cognitive processes as measured by Piagetian reasoning tasks and those measured by traditional intelligence tests. A battery of tests (Slosson Intelligence Test, Durrell's Silent Reading and Listening Comprehension Test, Raven's Coloured Progressive Matrices, and the Piagetian Measure of Cognitive Development) was administered to 120 third-grade and fifth-grade children who were divided into groups according to race, sex, and social class. As predicted, test scores were clustered into two categories: one group, reflecting cognitive ability, consisted of scores from the Slosson and Durrell Silent Reading tests, while the other, reflecting cognitive development, consisted of scores from the Piagetian scales, the Raven test, and the Durrell Listening Comprehension measure. These results indicate that, in any attempt to assess the totality of a child's cognitive potential, both cognitive ability and cognitive development must be considered. The implications of these findings for lower-class and black children are discussed. (Author/KS)

ED 140 243

Grover, Robert John

The Relationship of Readability, Content, Illustrations, and Other Format Elements to the Library Book Preferences of Second Grade Children.

Pub Date 76

Note—182p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-1895, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Childhood Interests, *Children's Books, Children's Literature, Doctoral Theses, Grade 2, *Predictor Variables, Primary Education, *Reading Habits, *Reading Interests, *Reading Material Selection, *Reading Research, Sex Differences

In order to determine the variables which influence children's choice of books, 52 second-grade students from one elementary school were selected and interviewed. Twenty books, which circulated most frequently among second-grade children, were designated "high preference"; another 20, randomly selected from 634 books which were borrowed only once, were designated "low preference." These 40 selections were also categorized according to male or female preference, as determined by circulation data.

The following variables were analyzed for each selection: page number, readability level, illustrations and illustration style, type size, library classification, characters, theme, outcome of activity, and environmental setting. Analysis of data indicated that illustration quantity and style, certain character categories, page number, readability level, and theme category influenced most of the preferences. Sex differences in preferences were also noted. (Author/KS)

ED 140 244 CS 003 451

Adejumo, Dayo

Using Multiple-Choice Questions as Review Aids in Prose Learning.

Pub Date [76]

Note—25p.; Report prepared at the University of Ife, Nigeria; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, Content Reading, Higher Education, *Learning Processes, Prose, *Questioning Techniques, *Reading Comprehension, *Reading Research, Reading Skills, Recall (Psychological), *Retention, *Study Skills

Identifiers—*Prose Learning

The effect of using multiple-choice questions as review aids was investigated in four groups of college students. One group generated multiple-choice questions and used them as review aids, while the second group (the "yoked" group) used the questions generated by the first group. The third group used the experimenter's questions, and the fourth group did not use any structure strategy. The results showed that the "yoked" group performed best on a general retention test and also on an incidental learning test. The group which received the experimenter's questions performed best in the intentional learning test. The result contrasted with the findings of some earlier studies which used essay-type questions as study aids. (Author/AA)

ED 140 245 CS 003 454

Greenfield, Carol Sue

Stimulating Parent Involvement in Remedial Reading Programs: Strategies and Techniques.

Pub Date May 77

Note—10p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Compensatory Education Programs, *Disadvantaged Youth, Elementary Education, *Parent Participation, *Parent Teacher Cooperation, Reading Games, *Reading Instruction, Reading Materials, Reading Skills, *Remedial Reading Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

In Racine, Wisconsin, the Title I compensatory program for the disadvantaged (kindergarten through sixth grade) was designed to involve parents in the reading process of their children, both in the home and at school. Parents were sent weekly reports on their children's progress in reading, which always included an invitation to come and observe the reading sessions. In three separate open-house sessions, parents observed staff members using reading materials, worked with their own children under staff guidance, and made reading games and activities geared to the needs of their children. To provide parents with ideas for fostering reading at home, staff members prepared handbooks of simple reading games and activities which parents could make at home and use with their children. Visits were made to all homes at least once a month; the visiting staff members showed parents how to make use of the staff-prepared handbooks and demonstrated activities geared to the specific needs of their children. (GW)

ED 140 246 CS 003 455

Weidner, Margaret Joanne

A Study of the Effects of Teacher Oral Reading of Children's Literature on the Listening and Reading Achievement of Grade Four Students.

Pub Date 76

Note—124p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 177-4084, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Children's Literature, Elementary Education, Grade 4, *Listening Comprehension, Literature Appreciation, *Oral Reading, *Reading Comprehension, *Reading Research, *Student Attitudes, Teaching Techniques

Four intact classrooms containing 68 grade four students were involved in a three-month study of the effects of varied amounts and frequency of exposure to oral reading of children's literature on reading and listening comprehension. Pretest and posttest scores from the Durrell Listening-Reading Series were obtained from all students; attitudes toward reading and toward teacher oral reading were also investigated. Results indicated that the amount and frequency of exposure to oral reading of children's literature did lead to differences in performance in the areas of listening total, listening vocabulary, and reading paragraph comprehension. Students who were read to five times per week for ten minutes each time showed the best performances. For the treatment groups combined, attitude toward reading influenced performance in listening and reading; attitude toward teacher oral reading influenced performance in listening but not in reading. Students who made the greatest gains had grade level or below initial scores, had positive attitudes toward reading and toward teacher oral reading, were approximately ten years old, and came from the group whose frequency of exposure was five times per week and whose time exposure was ten minutes per time. (Author/AA)

ED 140 247 CS 003 456

Andrews, Nancy Cunningham

Six Case Studies in Learning to Read.

Pub Date 76

Note—308p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-3274, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Case Studies, Context Clues, Doctoral Theses, *Miscue Analysis, *Oral Reading, *Phoneme Grapheme Correspondence, Primary Education, Reading Instruction, *Reading Processes, *Reading Research, Reading Skills

Six children from one first-grade classroom were videotaped 18 times over a seven-month period, while reading aloud complete stories. Analysis of the first 50 miscues and the last 50 miscues in both new and familiar materials read by the children yielded profiles of each child's oral reading strategies. The major findings indicated that these six children developed individual strategies for dealing with print which did not necessarily include the strategies which were being taught. The children adopted some of the strategies their teacher demonstrated during oral reading instruction; however, they did not often use strategies such as sounding out, which were taught through the use of word lists but not in the oral reading context. There was little attempt to sound out words until after the children had become proficient readers, even though there was heavy instructional emphasis, from the beginning of the year, on phoneme-grapheme correspondence. Other findings indicated that the children used their knowledge of spoken language, that the introduction of vocabulary prior to reading had negative effect on willingness to read new materials, and that quantitative measures did not provide an accurate picture of the children's reading ability. (Author/AA)

ED 140 248 CS 003 459

Ehri, Linnea C.

Word Learning in Beginning Readers and Pre-readers.

Pub Date Apr 77

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York City, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Associative Learning, Basic Vocabulary, *Beginning Reading, Early Childhood Education, Language Development, *Pre-reading Experience, *Reading Readiness, *Reading Research, Reading Skills, Sentences, *Word Recognition

This study reveals that children from the age of four to six years are unable to segment meaningful sentences into component words. The experiment investigated three hypotheses of performance on a word-learning task for beginning readers and prereaders. Readers and prereaders

were taught five words as oral responses, each word paired with a nonsense figure. Analyses confirmed that context-dependent words (past tense verbs, prepositions, functors), took longer to learn than did context-free words (nouns, adjectives). However, providing a sentence context did not make it easier to learn either word class. Unlike readers, prereaders had substantial difficulty learning the words, particularly context-dependent words, because prereaders failed to recognize these words as units in their language. Results concerning the effectiveness of teaching beginning readers sight vocabulary words are discussed. (Author/MB)

ED 140 249 CS 003 462

Smith, Susan J.

DOGS—Designs for Organizing "Gobs" of Students.

Pub Date May 77

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Class Management, *Class Organization, Classroom Arrangement, *Content Reading, *Individualized Instruction, Middle Schools, Performance Contracts, *Reading Instruction, Secondary Education, Teaching Procedures

Identifiers—*Individually Guided Education

Before they attempt to organize their classrooms to meet varying student needs, secondary teachers should establish a comprehensive framework for their instructional program, based on a diagnostic plan and on an instructional plan. Many different organizational strategies have been found successful by secondary teachers, both for teaching reading and for teaching in content areas. In one strategy, students select the manner in which they would like to work on their assignments: in a teacher-directed group, in a small group, or individually. Another management strategy involves a rotating schedule of activities, including lectures, direct instruction, work in interest centers, free reading, work in groups, and evaluation activities. Various types of contracting systems are also effective with secondary students. Finally, secondary teachers can adopt highly individualized approaches. One complex model of an individualized system, the IGE (Individually Guided Education) model, has proved successful in middle schools and is currently being tested at the secondary level. In this program, the teacher provides activities to meet the individual needs of students, each of whom has a personal set of objectives based on pretests and posttests. (GW)

ED 140 250 CS 003 463

Lamberg, Walter J. Tomas, Douglas A.

Performance by Prospective Teachers with Different Preparation in Diagnosis of Oral Reading by a Linguistically Different Student.

Pub Date May 77

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Dialects, Higher Education, *Informal Reading Inventory, Linguistics, Miscue Analysis, Oral Reading, *Performance, *Preservice Education, *Reading Research, Spanish, *Spanish Speaking, Student Evaluation, *Teacher Education

A study was made of the effects of three types of preparation on the accuracy of prospective teachers in conducting an Informal Reading Inventory (IRI), with 73 undergraduate students exhibiting features of Spanish in oral reading in English. (1) the study of Spanish (two or more semesters), (2) training in conducting an IRI (provided in a practicum course), and (3) experience in conducting the IRI with students of a Spanish-language background. Accuracy was measured by a count of the miscues correctly recorded as dialect features by the prospective teachers and by a count of the miscues unrelated to dialect which were incorrectly identified as dialect features. A brief summary of the implications is included. (MB)

ED 140 251 CS 003 466

Hammond, William Thomas, Jr.

A Study of the Literacy Level of Atlanta Public High School 11th and 12th Grade Students.

Pub Date 76

Note—162p.; Ph.D. Dissertation, Georgia State University-School of Education
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-1545, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Functional Literacy, High School Students, *Literacy, *Predictor Variables, *Reading Research, *Reading Skills, Secondary Education
Identifiers—Georgia (Atlanta)

The purposes of this study were to determine the proportion of Atlanta public high school 11th and 12th grade students classified as functionally literate, marginally literate, or illiterate and to determine the significant predictors of students' performance level. A total of 430 students in randomly selected classes were administered the criterion-referenced Reading/Everyday Activities in Life test (R/EAL). Demographic data were gathered on the subjects, and student performance was analyzed on each of the nine subtests. Results showed that 84% of the students tested were classified as being functionally literate, 14.8% were classified as being marginally literate, and 1.2% were classified as being illiterate. Race was found to be the strongest predictor of student performance on the R/EAL test. Other strong predictors of student performance were plans to attend college after high school, school location, and year in school. It was concluded that the need for instruction in functional literacy skills appears to be particularly crucial for Atlanta public high school students planning to enter the job market immediately after completing high school. (Author/JM)

ED 140 252

CS 003 470

Moore, Betty Jean

College Fresh in Preservice Reading Teaching: Using Programed Tutoring with Slow-Learning Pupils.

Pub Date May 77

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Freshmen, Elementary Education, Higher Education, Preservice Education, Program Descriptions, *Programed Tutoring, *Reading Difficulty, *Reading Instruction, *Reading Skills, Remedial Reading, *Teacher Education

College freshmen enrolled in an introductory course in reading instruction were trained to use programed tutoring techniques with children in local elementary schools. The programed tutoring guidelines specified in detail how and what to teach; skills taught in the program were oral reading, comprehension, and word-attack skills. In the pilot project for the program, 25 college students first met on campus for 18 hours of training in the techniques of programed tutoring, including rehearsal of all aspects of the tutoring. Each student was then assigned three first-grade and second-grade children who were having difficulty learning to read; the children were tutored in 15-minute sessions for the rest of the semester. Informal evaluation by the elementary school teachers and principal indicated that the children's reading achievement was markedly accelerated. The college students found the course a valuable introduction to classroom teaching, and the university noted an increase in favorable public relations with the local schools and with the community. Popularity of the course with the college students and requests by elementary school personnel for more tutors have led to the expansion of the program. To date, 116 students have tutored 283 children. (GW)

ED 140 253

CS 003 471

Goodman Y. And Others

Encouraging Young Authors and Young Readers.

Pub Date May 77

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Awards, Community Involvement, *Composition (Literary), Conferences, *Creative Writing, Elementary Education, *Literature Appreciation, *Motivation Techniques, *Reading Interests

Identifiers—*Arizona Young Authors Conference, *Arizona Young Readers Award

This paper discusses two conferences that focus on readership and authorship in an attempt to make reading and writing more significant in the lives of young people. The Arizona Young Authors Conference provides a wide range of opportunities for students to write and to begin to realize their potential as young writers. Participating children, from kindergarten through eighth-grade, represent their schools and include a variety of academic, socioeconomic, linguistic, racial, and ethnic groups. The Young Readers Award stimulates the interest of children and youth in reading literature. The children read, or are read, at least 5 of 20 selected books and vote on their favorite, to express their appreciation to authors who write in a manner which appeals directly to them. Many persons in schools, libraries, universities, and homes are involved in these conferences and are working together with a common goal of encouraging reading and writing by all children in the school/library community. (MB)

ED 140 254

CS 003 472

Johnson, Edith Curtice

A Comparison of the Effects of Two Programs on the Development of Visual Perception and Reading Achievement—Art: A Perceptual Approach and the Frostig Program for the Development of Visual Perception.

Pub Date 76

Note—177p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-3295, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Art Education, *Beginning Reading, Doctoral Theses, *Perceptual Development, Primary Education, Program Evaluation, *Reading Achievement, *Reading Research, Reading Skills, *Visual Perception

Approximately 100 first-grade pupils participated in a study of the effects of art-learning strategies on perceptual development and reading achievement. Pupils were assigned to one of four conditions: a sequential program of art-learning experiences, the Frostig program for the development of visual perception, a combination of these two programs, and a control. Sixty-minute treatment sessions were held twice a week for 15 weeks. Tests included the Frostig test for perceptual level and the Gates-MacGinitie for reading achievement. Results indicated no significant differences among the four groups in reading achievement, visual-motor coordination, position in space, and spatial relations. Significant differences were found between each of the treatments and the control group for figure/ground discrimination and perceptual constancy. For females, significant differences were also found between treatments and control for total Frostig score. (Author/AA)

ED 140 255

CS 003 475

Wortham, Sue Clark

A Survey and Comparison of Beginning Reading Instruction Practices in English Versus Spanish for Mexican American Children in First-Grade Classrooms in Texas.

Pub Date 76

Note—249p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-4002, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Doctoral Theses, Elementary Education, *English, Mexican Americans, *Reading Instruction, *Reading Research, *Spanish, Spanish Speaking, *Teaching Methods

A questionnaire was administered to 50 first-grade teachers who reported strategies used in teaching reading to 1,145 Mexican-American, Black, and Anglo children in three school districts in Texas. Seven null hypotheses were tested. It was concluded that (1) reading instruction is delayed with Mexican-American children; (2) on the average, 68% of the Mexican-American children were delayed in beginning formal reading instruction, compared to 39% of the Anglo children; (3) instruction for children in bilingual programs was not different in terms of length of delay in reading instruction; (4) only 28% of the Mexican-American children learned to read in Spanish; and (5) Mexican-American

children who learned to read first in Spanish experienced greater delay than did Mexican-American children who learned to read first in English. (Author/JM)

ED 140 256

CS 003 477

Effects of Class Size on Reading Achievement in Grades 1-3 in the Madison Metropolitan School District (1974-1976).

Madison Public Schools, Wis.

Pub Date Sep 76

Note—41p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Beginning Reading, *Class Size, *Predictor Variables, Primary Education, *Reading Achievement, *Reading Research, *Small Classes, Student Attitudes

A study was conducted to determine the effects of class size on the reading achievement of 517 representative Madison (Wisconsin) students in a three year longitudinal sample. Data included reading achievement, IQ, attitudes toward reading, parents' and teachers' ratings of student interest in reading, sex, age, socioeconomic status, and average class sizes. Scores on the Sequential Tests of Educational Progress (STEP) at the end of the third grade were used as a criterion of final reading achievement. Among the results were the findings that class size is virtually nonpredictive of reading achievement; that only one of the 517 sampled students was enrolled in classes of 20 or fewer students for three consecutive years; and that, when "small" was defined as less than the median class size for each of the three years, there was a slight trend toward lower STEP scores in the small classes, reflecting IQ differences associated with the effects of the special education programs in Madison. Because of confounding with attendance area and special education programs, it was not possible to determine if placing students in small classes, grades one to three, would have any effect on their reading achievement scores. (AA)

ED 140 257

CS 003 478

Bursuk, Laura

Let's Teach Reading Better! 20 Suggestions for Lessons on Specific Reading Skills.

Pub Date 76

Note—4p.; Prepared at York College of the City University of New York

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, Reading, *Reading Instruction, *Reading Skills, *Teaching Procedures

The suggestions in this document are designed to help teachers do a better job of teaching reading. They include suggestions for setting up specific lesson objectives, teaching skills in a developmental sequence, developing lessons within a term- or year-long comprehensive plan of reading goals, conducting ongoing evaluation of pupils' skill acquisition and application, teaching a small amount thoroughly rather than a lot superficially, reviewing previously learned skills, encouraging active pupil participation, diagnosing pupil reading ability on a continuous basis, providing materials appropriate for each pupil's achievement and interests, learning pupils' independent and instructional reading levels, and developing awareness of the difference between reading and teaching reading. (JM)

ED 140 258

CS 003 489

Shew, Phillip, Ed. Muscara, Sandra, Ed.

Reading and TV: Proceedings of the Spring 1972 Rutgers University Reading Conference.

Rutgers, The State Univ., New Brunswick, N.J.

Reading Center; Rutgers, The State Univ., New Brunswick, N.J. Univ. Extension Div.

Pub Date 72

Note—89p.; Papers by Culkin, Adorno, and Gattegno removed due to copyright restrictions

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Beginning Reading, Children's Television, *Educational Television, Elementary Education, *Instructional Media, Preschool Education, *Reading Instruction, Reading Programs, *Reading Readiness, Reading Research, Reading Skills, *Television

The perspectives of this document, which explores the relationships between television and reading instruction, are both theoretical and practical. Articles in the first section establish a frame of reference for evaluating the use of television in

reading instruction, focusing particularly on the relationships among media and their impact for education. The second section evaluates the impact of "Sesame Street" to date, examines the rationale and the curriculum of "Electric Company," and contains a study of the effects of these programs on the learning of early reading skills in selected preschool children. The third section includes information about instructional television programs operating in New Jersey and contains related materials on the use of videotape recorders. The last section consists of selected models of media interaction in practice, ranging from programs specifically focusing on television and reading to broader communications approaches. (JM)

ED 140 259 CS 003 490

Steig, Janet B., Ed.

What to Do If They Fire: The Remedial Reading Teacher? The Special Education Teacher? The Learning Disabilities Teacher? Proceedings of the Annual Spring Reading Conference (11th, Rutgers University, April 1976).

Rutgers, The State Univ., New Brunswick, N.J. Reading Center.; Rutgers, The State Univ., New Brunswick, N.J. Univ. Extension Div.
Pub Date Apr 76

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Classroom Games, *Computer Assisted Instruction, Conference Reports, Elementary Secondary Education, *Grouping (Instructional Purposes), Language Experience Approach, *Reading Instruction, *Reading Programs, *Teaching Techniques

The articles in this document present ways in which teachers can teach effectively in classrooms made up of a more diverse population (in terms of ability) than has been the case in the recent past, when more supplemental services were available outside the classroom. Topics of interest are working with smaller units in the teaching of reading, grouping for reading instruction, practical suggestions for upgrading a school's reading program, a meaningful language experience with fifth graders, games in the classroom, computer-assisted instruction (CAI), and learning basic skills, a report from a user of CAI, CAI and the teacher of the future, and instructional frames and other content games at the secondary level (with supplementary material). (JM)

ED 140 260 CS 003 491

Kling, Martin, Ed.

Language Development for the Classroom and Remedial Reading. Proceedings of the Fall 1972 Rutgers University Reading Conference.

Rutgers, The State Univ., New Brunswick, N.J. Reading Center.; Rutgers, The State Univ., New Brunswick, N.J. Univ. Extension Div.
Pub Date 73

Note—101p.; Paper by K. Goodman, p. 50-56, removed due to copyright restrictions

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Composition Skills (Literary), Elementary Secondary Education, *Language Development, Language Experience Approach, *Linguistics, *Psycholinguistics, Reading Consultants, Reading Diagnosis, *Reading Instruction, *Reading Research, Reading Tests, *Remedial Reading, Standardized Tests

Papers collected in this booklet discuss various aspects of language development in the classroom and in the area of remedial reading. Titles include "Project II: Strategies and Milestones" by Martin Kling, which describes the outcomes of an investigation of research in language development and reading; "Language, Linguistics, and Learning to Read" by Harry Singer; "What Interests Psycholinguistic Researchers" by Patrick J. Finn; "Language Learning and the Teaching Process" and "On Teaching Composition: Some Hypotheses as Definitions" by Janet Ann Emig; "Children's Language and Experience: A Place to Begin" and "Reading: A Psycholinguistic Guessing Game" by Kenneth S. Goodman; "Language Assessment Techniques" by Margaret O. Knapp; "Diagnostic Teaching: A Method for Assessing Reading Skills" by James E. Swalm; "Standardized Reading Tests—How Useable Are They?" by Joseph Zelnick; and "Roles, Responsibilities, and Qualifications of Reading Specialists" by the Professional Standards and Ethics Committee of the International Reading Association. (KS)

ED 140 261

Fischer, Joan, Ed.

9 Questions on New Jersey State Testing on Reading: Proceedings of the Spring 1975 Rutgers University Reading Conference.

Rutgers, The State Univ., New Brunswick, N.J. Reading Center.; Rutgers, The State Univ., New Brunswick, N.J. Univ. Extension Div.
Pub Date 75

Note—71p.; Paper by Dyer p. 1-5, and by Lennon, p. 50-52 removed due to copyright restrictions

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Conference Reports, *Educational Testing, Elementary Secondary Education, *Reading, Reading Diagnosis, *Reading Tests, *State School District Relationship, *State Standards, *State Surveys, Student Evaluation Identifiers—*New Jersey

At a reading conference devoted to analysis of the impact of statewide testing of reading in New Jersey, the following nine questions were addressed: How can scores be used by teachers? How should test results be reported to the press and the public? Do state tests replace commercial, normed tests? Is the state test unfair to minorities? How might test scores change the present curriculum? Are the scores diagnostic? Can teaching of reading be improved by using the state test? Why are scores given so that comparisons may be made between schools in a district and between districts? What changes could or should be made in the tests to make them more useful? These questions stimulated discussions of priorities in statewide evaluation, of using assessment information in educational planning and decision making, of guidelines for interpretation of assessment program and results, of the formation of local norms, and so on. Test specifications and reading-test results for grades four, seven and ten are described. (KS)

ED 140 262 CS 003 493

Connecticut Right to Read Program Planning Model.

Connecticut State Dept. of Education, Hartford.

Pub Date 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Program Development, Program Effectiveness, Reading, *Reading Programs, *Staff Improvement, Teaching Methods Identifiers—*Right to Read

This planning model outlines eight steps that enable local education agencies to formulate a program for staff development. The program is designed to modify organizational, managerial, and instructional practices that inhibit reading success among both children and adults. The eight action steps are: (1) assess district-wide reading needs; (2) identify resources and constraints; (3) formulate and organize performance objectives for selected priority items; (4) generate, analyze, and select alternatives; (5) implement the plan of action; (6) evaluate the program's effectiveness (process and product); (7) modify the plan on the basis of feedback; and (8) maintain the desired behavior (planned change). For each of the action steps definitions, procedures to use, and special considerations are briefly discussed. (MB)

ED 140 263 CS 003 498

Hao, Ramona H. Sloat, Kim C.M.

Consultation on a Basic Reading Skill: Hookena, 1975-76.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Report No.—TR-51

Pub Date 76

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Beginning Reading, *Consonants, Grade 1, Kindergarten, *Phonics, Primary Education, *Reading Instruction, Reading Readiness, *Reading Research, Reading Skills, *Small Group Instruction, *Teaching Techniques

Identifiers—Kamehameha Early Education Project

A small-group procedure for teaching consonant sounds was tested in two studies with rural kindergarten and first-grade students whose teachers had been trained to use the procedure by means of a videotape model and a live demonstration. In the first study, done at the end of the

CS 003 492

1974-1975 school year, the kindergarten and first-grade participants knew about three-fourths of the sounds on a four-month follow-up test. In the second, better-controlled study, made at the beginning of the next school year, the kindergarten participants knew none of the sounds prior to the instructional phase of the study. On tests given immediately after training on each set of letters, they knew 80% of the sounds. On a follow-up test seven weeks later, they remembered about half of the sounds. Providing a tangible reinforcer for all-correct responses in a training session produced no differences in learning. Lower performance on follow up in the second study, compared to the first study, was attributed to the younger age of the participants. (Author/JM)

ED 140 264 CS 003 499

Sinatra, Richard

Interacting Factors of Reading Comprehension in the Classroom.

Pub Date 76

Note—19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, November 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Content Reading, Elementary Secondary Education, Literary Discrimination, Questioning Techniques, *Reading Comprehension, *Reading Instruction, Reading Skills, Teaching Methods, *Thought Processes, *Writing Skills

The classroom interaction model is a strategy to help both teachers and students with reading comprehension. It focuses on literary or informational work rather than on specific skills abstracted from the work or skills proposed by reading texts or curriculum guides. The interaction model indicates that interpretation, application, and appreciation of meaning are products of literal understanding and that knowledge of writing structure and comprehension levels should precede formulation of questions, which are generated to elicit a range of thinking processes. The interaction is composed of three separate components discussing the effects of reading comprehension. (MB)

ED 140 265 CS 003 500

Quellmalz, Edys And Others

Toward Competency-Based Reading Systems.

Pub Date Apr 77

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977); Reproduced from Best Copy Available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Basic Reading, Elementary Education, *Performance Based Education, *Program Effectiveness, *Reading Instruction, Reading Materials, Reading Programs, *Reading Research, Reading Skills, *Teaching Techniques

An instructional analysis was conducted for the following major reading programs widely in use in a California school district: Bank Street (1965, 1973), Macmillan (1965, 1975), Harper and Row (1966, 1972), and Ginn 360/720 (1968, 1976). This paper describes the results of the analysis, examines the programs' current designs, and recommends changes for improving instructional effectiveness. Program examination, focusing on reading skills and teaching techniques, consisted of an analysis of every lesson. Results of the analysis suggest that major reading programs fail to provide consistently for instructional effectiveness and seriously neglect some valued areas of reading skill, particularly, functional literacy skills in nonfiction prose. The paper points out that abundant research evidence indicates that the instructional variables included in the analysis do facilitate learning. Reasons for the programs' failure to provide materials and procedures that adequately use these techniques are explored in the paper, which concludes that the procedures used in this study, if used by school systems to analyze reading programs, could provide a rational basis for text selection and could reveal areas needing augmentation by teachers. (JM)

ED 140 266 CS 003 501

Harker, W. John, Ed.

Classroom Strategies for Secondary Reading.

International Reading Association, Newark, Del.

Pub Date 77

Note—96p.; Some parts may be marginally legible due to small print of the original document

Available from—International Reading Association, 800 Barksdale Road, Newark, Del. 19711 (Order No. 605, \$3.00 member, \$4.00 non-member)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Content Reading, Individualized Instruction, *Reading Comprehension, Reading Development, *Reading Instruction, Reading Research, Reading Tests, Secondary Education, *Teaching Techniques

This volume is intended for secondary content area classroom teachers. The booklet is made up of selected portions of articles from periodical literature dealing with secondary reading. These articles meet the practical requirements of content area teachers who want to teach reading but who are unsure of where to begin and what to do. The five sections within the book are organized to guide teachers through a sequence of steps that can result in the development of successful classroom reading programs. A wide variety of approaches and programs is described. Overall, the volume is intended to illustrate that successful reading programs can begin with the efforts of individual teachers who take steps in their own classrooms to teach students how to learn more effectively through reading. (Author)

ED 140 267 CS 003 503

Holgerson, Arnold S.

The Relationship of Eye-Voice Span to Reading Ability and Readability.

Pub Date Jun 77

Note—68p.; M.Ed. Thesis, Rutgers University, The State University of New Jersey; Gates-MacGinitie Reading Tests, Primary C and Survey D in Appendix A removed due to copyright restrictions

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Elementary Education, *Eye Voice Span, Masters Theses, *Oral Reading, *Readability, Reading Comprehension, Reading Materials, Reading Rate, *Reading Research, Reading Skills

The purpose of this study was to investigate the relationship between eye voice span (EVS), reading ability, and readability. Fifty average and poor third, fourth, and fifth-grade students were selected on the basis of their comprehension scores on the Gates-MacGinitie Reading Test. They were individually tested for EVS on paragraphs ranging in readability from second- to fifth-grade difficulty. The results show that (1) EVS appears more a function of grade than reading ability; (2) EVS increases with age (grade); (3) EVS tends to increase as material becomes easier but not significantly except for poor students; (4) older poor readers out-perform average third graders in EVS even though third-grade readers have more ability; and (5) older poor readers tend to perform as well as average readers in the same grade in EVS even though the average readers have more ability. A selected bibliography is included. (Author/MB)

ED 140 268 CS 003 505

An Analysis of Success Factors in Title III Reading Projects; Five Successes: Instructional Implications.

California State Dept. of Education, Sacramento. Pub Date 77

Note—18p.

Available from—California State Dept. of Education, Bureau of Publications, 721 Capitol Mall, Sacramento, California 95814 (\$0.65 paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Compensatory Education Programs, Elementary Secondary Education, Parent Participation, Reading Difficulty, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, *Remedial Reading

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This booklet describes the activities and results of five Elementary and Secondary Education Act Title III reading projects which were judged to be successful in improving pupils' reading ability. The programs served pupils in grades 1 through 12 and were instituted in districts in which pupils performed below expectancy in reading ability. For each of the five programs, the booklet describes background and goals, processes and techniques, methods and materials, and results. Other sections summarize trends in strategies, materials, parent and pupil involvement, and staff and teacher involvement in the five programs.

and list conclusions found to be generally valid in successful innovative programs throughout the United States. (GW)

ED 140 269 CS 003 506

Rousch, Peter D. *Cumtbourne, Brian L.*
Reading in Different Kinds of Australian Children.

Pub Date May 77

Note—18p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cloze Procedure, Elementary Education, Low Ability Students, Miscue Analysis, *Oral Reading, *Reading Comprehension, Reading Instruction, Reading Skills, *Silent Reading

Identifiers—Australia

This paper constructs a taxonomy for non-oral reading based on Kenneth and Yetta Goodman's reading research. Cloze type deletions reveal how proficient readers and low ability readers from 6 to 14 years of age use graphophonic, syntactic, and semantic cues. It compares performance of Australian children on oral reading and outline strategies with performance on the non-oral reading tasks. Appendixes discussing the results from this pilot study are included. (MB)

ED 140 270 CS 003 508

Haddock, Maryann

The Importance of Teaching Blending in Beginning Reading Programs: Some Recent Research Findings.

Arizona State Univ., Tempe.

Pub Date May 77

Note—18p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Aural Learning, *Beginning Reading, Phoneme Grapheme Correspondence, *Phonics, Preschool Children, Preschool Education, *Reading Comprehension, *Reading Instruction, *Reading Research, Visual Learning

This study focuses on the relationship between blending ability and reading comprehension among 80 prereading children from three private preschools. Three methods of instruction were tested: One group was instructed with an auditory method; the second group was instructed with an auditory-visual method; and the third group practiced the basic set of sound/letter associations but was given no formal instruction in blending. The results indicated that training with both the auditory-visual method and the auditory method was significantly more effective on children's ability to pronounce the list of synthetic words than was practice on sounds and letters. It also showed that there were no differences in children's ability to blend stop or continuant sounds at the beginnings or ends of words. Several implications were discussed for teaching blending. (MB)

ED 140 271 CS 003 510

Wenzel, Evelyn

RESEARCH SUMMARY: Basic Skills in Handwriting and Spelling.

Pub Date May 77

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, Cursive Writing, *Educational Research, Elementary Education, Handwriting, *Handwriting Instruction, *Literature Reviews, Manuscript Writing (Handlettering), Spelling, *Spelling Instruction

Research related to methods for building competency in spelling has yielded information about three areas of teaching: word selection, generalizations to be taught, and application of spelling skills to writing. Research on word selection indicates that teachers should choose basic, high-frequency words for children to learn to spell, giving special attention to words which are persistently misspelled. The teaching of generalizations should be taught in conjunction with the use of whole-word techniques. Finally, research indicates that it is essential to teach spelling in conjunction with functional writing. Research related to methods for building handwriting skills deals with two major controversial areas: manuscript and cursive writing and the achievement of legibility. Research indicates that, for some students, a shift from cursive writing

back to manuscript writing should be encouraged beyond grade six. Although considerable research has been directed toward identifying factors affecting legibility of handwriting, researchers have failed to find agreement on such factors. The paper includes bibliographies of references on spelling and handwriting. (GW)

ED 140 272 CS 003 511

Holzman, Mathilda

Where Is "Under?" The Development from Pragmatic to Semantic Meaning.

Pub Date Mar 77

Note—28p.; Paper prepared for the Annual Meeting of the Society for Research in Child Development, March 1977

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Child Language, Early Childhood Education, *Language Development, *Language Research, *Pragmatics, *Semantics, Syntax

A distinction is drawn between pragmatic and semantic meaning and a supporting discussion is presented. The hypothesis is then stated, that there are cases where semantic meaning of an utterance is learned as an abstraction from pragmatic meaning. Data from two experiments on a group of 63 preschool children are presented which provide empirical support for the hypothesis in the case of the spatial prepositions "under," "underneath," and "below." The implication of these data is that the competence which distinguishes the competent native hearer-speaker of a language from others has as much to do with pragmatics as with syntactics. (Author)

ED 140 273 CS 003 512

Flint, Dorothy L.

Some Relationships between Maternal Variables, Reading Achievement and I.Q. for Low SES Black First Graders.

Pub Date Jan 77

Note—129p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Beginning Reading, Black Students, Elementary Education, Grade 1, Masters Theses, *Mother Attitudes, *Parent Influence, *Performance Factors, *Reading Achievement, *Reading Research

This study examined the relationship of selected maternal variables to reading achievement and IQ in 19 black boys and girls from two first-grade classes. An interview schedule was used to assess the selected maternal behaviors; reading achievement was measured by the California Achievement Tests. Significant relationships were found between reading achievement and individualization of the child's personality and between individualization of the child's personality, concepts used by the mother, and IQ. Cognitive controls used with the child and maternal warmth were not significantly related to reading achievement or IQ. (Author/AA)

ED 140 274 CS 003 513

Lovell, Terry

Enhancing the Lives of Nursing Home Patients through Reading Activities.

Pub Date May 77

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Aurally Handicapped, *Discussion Groups, *Independent Reading, *Nursing Homes, Older Adults, Physically Handicapped, Reading Instruction, *Reading Interests, Reading Material Selection, Visually Handicapped

This study investigated the use of reading activities in the enhancement of the lives of nursing-home patients. A special reading group was led by a reading specialist in weekly sessions. Patients voluntarily attended the one-hour sessions and read short selections supplied by the reading specialist. Patients ranged in age from 54 to 91. The effects of poor vision, impaired hearing, and generally poor health on reading were studied. Personal interviews with the 15 patients gave the investigator insight into the type and quantity of personal readings. Other aspects studied were the social interaction of the group in discussion of selected reading materials and the possible reduction, through reading, of reality disorientation resulting from aging. (Author/MB)

ED 140 275 CS 003 514

McCabe, Patrick P.

The Effect upon Comprehension of Mathematics Material Repattered on the Basis of Oral Language.

Pub Date May 77

Note—21p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Content Reading, Elementary Secondary Education, *Language Patterns, *Mathematics Materials, Oral English, *Reading Comprehension, Reading Instruction, *Reading Research

This study examines the effect upon comprehension, as measured by cloze scores, of material in mathematics that is rewritten on the basis of elementary and junior high school subjects' oral language patterns. Syntactic structures were identified which appeared to inhibit or facilitate comprehension for the subjects involved. The mean number of occurrences of each of certain linguistic structures was calculated and was used as a basis of rewriting a representative passage. The passage was then given to the second of two matched groups. Analyses of results suggest that rewriting material had greater effects on the comprehension of the expository portion than of the narrative portion of the passage. Implications for the classroom teacher, regarding the communication process in this technical content area, are discussed. (Author/MB)

ED 140 276 CS 003 516

Leslie, Ronald C.

Task Demand Characteristics: Factors in Reading Comprehension.

Pub Date [76]

Note—7p.; Report prepared at New York University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Processes, Elementary Secondary Education, Literature Reviews, *Psychological Studies, *Reading Comprehension, *Reading Research, *Research Problems, Task Analysis, Validity

Identifiers—*Demand Characteristics

The use of cognitively oriented models in research in reading comprehension requires the examination of the task demand characteristics of the research. Those cognitive processes involved in the performance which are due to the experimental procedures must be separated from those which operate in normal circumstances. "Control programs"—which direct individuals' attempts to perform a task—are created either as a result of trial-and-error experience or on the basis of instruction. Instructions are one obvious source of different demand characteristics, but control programs are also affected by such factors as ambiguity as to the knowledge and procedures needed for a task or by the discovery that efficient control strategies have not been created. Such factors may lead individuals to change or modify their strategies for performing the task. Every task must have a response component, and, when this response is not one made under normal conditions, the cognitive processes necessary to make the response may affect performance. Because of these and other demand characteristics, the tasks employed in research in reading comprehension must be examined closely before the results are extrapolated to the classroom. (AA)

ED 140 277 CS 003 518

Penherton, J. Lee, III, Ed. Gibbons, Robert D., Ed.

Reading in Virginia, 1977; Volume 5.

Virginia State Reading Association.

Pub Date Mar 77

Note—40p.; Some parts may be marginally legible due to small print of the original document

Journal Cit—Reading in Virginia; v5 n1 Entire Issue Mar 1977.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Content Reading, Elementary Secondary Education, Motivation, Nonstandard Diagnostics, *Parent Participation, *Reading Instruction, Reading Research, Teaching Methods, *Teaching Techniques

Identifiers—*Virginia

The 15 articles in this issue of "Reading in Virginia" focus on various aspects of reading instruction. Topics of the articles are an analysis of

American Indian dialect and its implications for the reading curriculum, community involvement, 13 basic words, kinesics and reading, a psycholinguistic perspective of reading problems, how parents can help their children read, Virginia's commitment to the gifted, the problem of pressure on children, magic and motivation in better reading, the effects of teachers' response strategies on children's oral reading performance, modality preferences and reading achievement, teaching reading in the content areas, two Virginia State Reading Association teachers of the year, and a workshop for parents to learn how to help their children learn. (JM)

ED 140 278 CS 003 522

Holland, John Lee

Boy-Girl Differences in Reading: A Survey of Literature.

Pub Date 76

Note—48p.; Survey prepared at Brigham Young University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, *Literature Reviews, *Reading Ability, *Reading Achievement, Reading Processes, *Reading Research, *Sex (Characteristics), *Sex Differences

This survey of literature summarizes the findings of current research on sex differences in reading: studies relating to the validity of the sex-difference claim, studies examining the relationship between maturation factors and environmental characteristics, research concerned with factors in the home and school, and studies concerned with the reading task itself. Although the causes of sex differences in reading remain debatable, it can be said that the majority of the authors surveyed believe that such differences exist. A bibliography of resources and studies relating to sex differences in reading is included. (KS)

ED 140 279 CS 003 523

Britton, Gwyneth E. Lumpkin, Margaret C.

For Sale: Subliminal Bias in Textbooks.

Pub Date [76]

Note—27p.; Report prepared at Oregon State University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bias, Content Analysis, Elementary Secondary Education, *Ethnic Stereotypes, *Sex Role, *Sex Stereotypes, *Textbook Bias, *Textbook Content, *Textbook Research

Between 1972 and 1975, textbook publishers have issued position papers and guidelines for authors which both identify the areas of bias (sex, race, and career) hidden in public school textbooks and suggest alternative measures for authors and editors to consider in order to avoid these biases. This study was begun in 1972 to determine whether objective analysis and documentation would show that positive steps were being taken to eradicate textbook bias. Textbooks were analyzed in 48 reading, literature, and social studies series published during the years 1958-1976. Comprehensive analysis of preguideline texts (1958-1970) and postguideline texts (1974-1976) shows that only minimal changes have resulted: major character assignments changed from 60% to 61% in the newer editions, major female roles changed from 14% to 16%, major ethnic-minority male roles changed from 9% to 12%, and major ethnic-minority female roles changed from 2% to 4%. Tables of findings and lists of references and of the textbooks analyzed are included. (JM)

ED 140 280 CS 003 525

Potts, George R.

Drawing Inferences from a Passage of Texts.

Dartmouth Coll., Hanover, N.H.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No—BR-3-0450

Pub Date 30 Mar 75

Grant—NE-6-00-3-0170

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Higher Education, *Learning Processes, *Memory, Prose, *Reading Comprehension, *Reading Processes, *Reading Research, Recall (Psychological), Recognition

Identifiers—*Prose Learning

The present series of experiments was designed to examine the factors affecting the ability of people to draw inferences from a passage of text.

It was found that, using a true-false recognition test, proportion correct was higher and reaction time shorter on inferred information than on information that was actually presented. This was the case for both linear orderings (e.g., "A is better than B. B is better than C.") and set inclusion relations (e.g., "All A are B. All B are C.") This strongly indicates that, when learning a paragraph describing either of these types of ordered information, subjects make and store inferences as an integral part of the reading process. Contrasted with these recognition results, recall of inferences was found to be very poor for both types of relation. Training subjects in such a way as to lead them to expect a recall test did not improve their recall of inferences. This kind of difference between recall and recognition performance is often interpreted as an indication that, although the information in question is stored, it is not easily retrievable. Further research is necessary to determine if this is the case in the above experiments. (Author)

ED 140 281 CS 003 529

Adolphus, Stephen H.

Diagnostic Testing and the Disadvantaged Student: A Field in Disarray.

Pub Date Mar 77

Note—6p.; Paper presented at the Annual Conference on Remedial/Developmental Studies in Postsecondary Education (1st, Chicago, March 18, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academically Handicapped, *College Students, *Diagnostic Tests, *Educationally Disadvantaged, Higher Education, Individual Needs, Information Needs, *Prognostic Tests, School Surveys, Student Needs, *Student Testing

Some basic maxims of the field of diagnostic/prescriptive testing for academically deficient college students are as follows: the end purpose of diagnostic testing must be, not to screen out prospective students, but to match the available resources of the campus to the strengths and weaknesses of the student; testing is the essential tool in individual-centered developmental education; the traditional academic system must be changed so that a good deal of academic activity is structured around needs revealed by the tests; tests of basic skills should pinpoint specific areas of weakness; and all faculty members should be involved in testing. Morality in testing involves observing the rights of those being tested, using valid tests, and using test findings in a positive and sophisticated manner. A final maxim is that those in the testing field are in a state of disarray. Forty-four institutions in New York, when asked what diagnostic or prescriptive tests they used with educationally disadvantaged students, listed more than 30. The most frequently cited test was "own" test, a self-developed test, used by 17 of the 44 schools. Such disarray indicates a need for more information-sharing among those in the field of testing. (GW)

ED 140 282 CS 003 530

Mack, Faite Royjier-Poncefont

The Illiteracy Concept: Defining the Critical Level.

Pub Date [76]

Note—13p.; Report prepared at Grand Valley State College

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Literacy, Basic Skills, Consumer Economics, *Functional Illiteracy, *Illiteracy, Illiterate Adults, *Literacy, *Reading Research, *Reading Skills

The first section of this paper reports the results of numerous literacy studies in which adults were tested on a variety of tasks, including filling out forms, answering questions about newspaper classified advertisements, and dealing with certain facets of consumer economics. The percentage of adults in the United States reported to be illiterate varied widely from study to study. In the second section, the author explores various definitions of literacy. Literacy has been defined as the ability to respond appropriately to all possible reading tasks, as the presence of reading skills necessary to enable persons to function effectively in society, and as the level of achievement attained by the average child by the beginning of fourth grade. Some researchers have attempted to define "functional literacy," which connotes reading for a purpose related in some way to social utility. The author concludes that

literacy is related to specific tasks and specific contexts and that there can be no universal definition of literacy. In the United States, the minimum level of reading ability required for full participation in the social and economic life of the nation appears to be around the eleventh grade level. (GW)

ED 140 283

CS 203 198

Britton, James

Context, Text, Message and Forms of Discourse.

Pub Date Mar 77

Note—16p.; Paper given at the Conference on Text, Context and Message for the Ontario Institute for Studies in Education (March 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comprehension, *Discourse Analysis, *Expository Writing, *Language Research, *Language Styles, Logic, *Poetry, *Speech Communication, *Written Language

Identifiers—Olson (David R)

This paper discusses the notion that comprehension of language involves an active interpretative process entailing both a generating of expectations and a matching of expectations to the "incoming message." There are, however, two forms of discourse in which the relation of text to message differs from that holding in ordinary language. One of these is the language of propositions (or the essayist technique), which has been discussed by Olson; the other is the language of poetry. These two forms differ in their implied relation to speech. Olson stresses the gulf between speech and the language of propositions; poetry, on the other hand, might be regarded as the apotheosis of speech, retaining as part of its formal organization the device of rhythm, along with other ways of creating a patterned disposition of phonetic features that have no visual representation on the printed page. Still, the language of poetry is not that of speech; it requires the kind of attention to text that is not required in speech or in ordinary language. (AA)

ED 140 284

CS 203 232

Roth, Audrey J.

Computer in the Kitchen—or—Being Served by Technology.

Pub Date Feb 76

Note—14p.; Paper presented at the Annual Meeting of the Southeast Conference on English in the Two-Year College (Columbia, South Carolina, February 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, Computer Assisted Instruction, Educational Improvement, *Educational Technology, *English Instruction, *Instructional Media, Junior Colleges, *Media Technology, Programmed Instruction

Hopefully, the time will come when the humanistic users of communications technology will be used to make English teaching better and will help students learn. This paper presents an overview of the technological possibilities for English classrooms, assuming that school systems are not likely to undergo drastic changes in the future and that most of the technology available for the future is now at hand. The paper explores the increased use of television—including cable television, videotape recorders, and computers—and also discusses drawbacks to the use of technological devices, such as the attempt to replace people by self-operated media, the difficulty of diagnosis for individual needs and of diagnosis of learning disabilities, faculty fears and reluctance, and cost. The implications of a growing and sophisticated technology for English teachers are also considered. (JM)

ED 140 285

CS 203 354

Bass, Bernice Marie

Oral English Language Assessment of First Grade Children in Bilingual Bicultural Education: Emphasis on Phonology and Syntax.

Pub Date 75

Note—101p.; Ph.D. Dissertation, The University of Florida

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-51, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Biculturalism, Bilingual Education, *Bilingual Students, Doctoral Theses, Elementary Education, Error Analysis (Language), Grade 1, *Language Research, *Oral English, *Phonology, Spanish Speaking, *Syntax

The purpose of this study was to develop a reliable instrument that could be used by teachers and staff in Colorado to assist in the assessment of oral English language, particularly the syntax and the phonology of first-grade children in bilingual bicultural education (BBE). The study also related the scores of the instrument to seven variables: intelligence, age, language spoken in the home, ethnicity, number of siblings, kindergarten attendance, and sex. Subjects were 78 first graders in BBE programs in Colorado during the 1974-1975 school year. Children were tested using the Bass Sentence Repetition Task (BSRT) and the Peabody Picture Vocabulary Test (PPVT). Correlation analysis showed that intelligence, language spoken in the home, and ethnicity were correlated to the BSRT pronunciation score at the .01 level, and the variables of intelligence and home language were significant at the .05 level to the BSRT structure score, with the sex variable at the .01 level. Multiple regression analysis showed intelligence, measured by the PPVT, to be a contributing factor to the measure of English pronunciation and oral structure, as measured by the BSRT. The number of siblings is considered a contributing factor in the prediction of oral English structure. (Author/JM)

ED 140 286

CS 203 356

Brooks, Clair Everett

Practices and Perceptions in School-Media Relations in the Midwest.

Pub Date 76

Note—127p.; Ph.D. Dissertation, Iowa State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-1014, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, *News Media, Newspapers, *News Reporting, *Public Schools, *School Community Relationship, *School Industry Relationship, *School Role, Television

The purpose of this study was to investigate the perceived effectiveness of existing practices in school/media relations; to report on responsibility in school/media relations as perceived by superintendents of schools, the editors of daily newspapers, and television news directors; and to discover the perceived relative importance of each of 40 categories of school-related news items. Participants included superintendents of schools and media executives in communities of less than 200,000 in Illinois, Iowa, Minnesota, Missouri, Nebraska, South Dakota, and Wisconsin. Each community was served by a local daily newspaper and a local commercial television station. Data revealed that statistically significant differences were present among the three groups in question, with regard to the perceived effectiveness of established practices, perceptions of 6 of the 12 role responsibilities presented, and the perceived relative importance of 22 of the 40 categories of school-related news items. (Author/KS)

ED 140 287

CS 203 357

Brown, Mac Henry

Young Children's Perception of the Reality of Television in Relation to Conservation and Sex.

Pub Date 76

Note—89p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29,506, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Children, *Cognitive Development, *Conservation (Concept), Doctoral Theses, Elementary School Students, Perception, *Perceptual Development, *Realism, *Sex (Characteristics), *Television

Identifiers—Piaget (Jean), *Reality

The purpose of this study was to investigate the relationship between 64 six- and seven-year-old children's perception of the reality of television and the Piagetian construct of cognitive development. The children were asked to view two television episodes (a highly similar, closely matched pair from the television series "Star Trek") and to respond to the Degree of Perceived Reality Scale (DPRS). One of the two episodes used live actors (human fantasy) and the other used animated representations (cartoon fantasy) of the live actors. The Concept Assessment Kit—Conservation (CAKC) was administered to determine each child's ability to conserve and level of cognitive development. A significant correlation was found between scores on CAKC and DPRS. A t-test generated a significant difference between conservers' and nonconservers' scores on the DPRS, favoring conservers. The conclusion is that young children's degree of perceived reality is dependent on their level of cognitive development. (Author/JM)

ministered to determine each child's ability to conserve and level of cognitive development. A significant correlation was found between scores on CAKC and DPRS. A t-test generated a significant difference between conservers' and nonconservers' scores on the DPRS, favoring conservers. The conclusion is that young children's degree of perceived reality is dependent on their level of cognitive development. (Author/JM)

ED 140 288

CS 203 358

Carey, James Otto

The Effects of a Mnemonic on Retention of Verbal Information from Meaningful Prose.

Pub Date 76

Note—164p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29,431, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Abstract Reasoning, Doctoral Theses, *Educational Research, *English Instruction, Imagination, Memory, *Mnemonics, Prose, *Retention, Retention Studies, Secondary Education, *Teaching Techniques, Thought Processes, Verbal Learning

Identifiers—*Prose Learning

The purpose of this study was threefold: to determine whether adding a mnemonic to systematically designed instruction would improve verbal retention, to establish whether retention is better for concrete or abstract information, and to determine whether mental imagery or verbal elaboration is more effective for learning concrete or abstract information. A one and one-half hour instruction period introducing Elizabethan drama was presented to 244 secondary-level students. A research-proven mnemonic was written into the lesson to create the congruent treatment; imagery elaboration was used for concrete nouns, and sentence elaboration was used for abstract nouns. An incongruent treatment was created by reversing the two elaboration methods. Analysis of data revealed that the group receiving congruent treatment exhibited greater retention of concrete, abstract, and combined information than did the control group. Congruent treatment also resulted in greater immediate and delayed retention of concrete information than did incongruent treatment. Finally, correlations indicated that immediate retention and delayed retention were better for concrete than for abstract information. (Author/KS)

ED 140 289

CS 203 362

Gootman, Marilyn Eisenstadt

The Relationship between Dramatic Play and Self-Concept in Middle Class Kindergarten Children.

Pub Date 76

Note—170p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29,526, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Childhood Friendship, Classroom Observation Techniques, Doctoral Theses, *Dramatic Play, Early Childhood Education, *Identification (Psychological), *Self Concept, Self Concept Tests, *Self Esteem, Student Ability, *Teacher Attitudes

This study attempted to determine the relationships between the dramatic play of children aged three to seven and their self-concept; between dramatic play and two components of self-concept—self-esteem and identification with friends; between dramatic play ability and self-concept; and between dramatic play and the teacher's attitude toward dramatic play. To assess the children's dramatic play, an observation schedule based on the Smilansky (1968) observation schedule was used to record observations of free play inside and outside the classroom. To measure self-concept and its components, the Self-Social Constructs Tasks of Long, Henderson, and Ziller were employed; to measure dramatic-play ability, a measure developed by E. Paul Torrance was used. Questionnaires were developed to assess teachers' attitudes toward dramatic play. Analysis of the data indicated that, for the young child, positive relationships exist between dramatic play and self-concept, between dramatic play and the two components of self-concept which were studied, and between dramatic play and the teacher's attitude toward dramatic play.

The data failed to establish a connection between dramatic-play ability and self-concept, but they established a negative relationship between this ability and self-esteem. (Author/GW)

ED 140 290 CS 203 363

Granowsky, Seena A.

Oral Language Comprehension of Children in Grades One through Six.

Pub Date 76

Note—107p.; Ed.D. Dissertation, Duke University Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-1069, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Education, *Language Development, *Language Research, *Listening Comprehension, Measurement Instruments, Racial Differences, Sex Differences, *Speech Communication, *Verbal Communication

This study examines, through the use of a group screening instrument, the oral language comprehension skills of elementary school children. The screening instrument was composed of 60 experimental sentences of varying syntactic complexity. Each sentence contained a specific function word or combination of function words which conveyed a direction to be followed. Subjects included 277 first-grade through sixth-grade pupils in an integrated, southeastern city school system. The screening instrument was administered to small groups; each student was then rated with regard to oral language comprehension ability, using the Auditory Comprehension Section of the Pupil Rating Scale. In general, it was found that subjects' comprehension of the experimental sentences increased as their grade level increased. Statistically significant differences between the performance of Negro students and white students were noted, as were developmental trends in students' comprehension of 46 of the 60 sentences. No differences were established as a function of sex. Words which reflected developmental trends are listed, and recommendations for further research in the area of oral comprehension are made. (Author/KS)

ED 140 291 CS 203 364

Held, Dean Francis

The Effects of the Lozanov Method for Teaching Word Meaning to Fifth and Sixth Graders.

Pub Date 76

Note—138p.; Ph.D. Dissertation, Iowa State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-1032, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Intermediate Grades, Reading Level, Recall (Psychological), Retention, *Teaching Methods, Teaching Techniques, *Vocabulary Development

Identifiers—Lozanov Method

Sixty-four fifth and sixth graders participated in a study of the effectiveness of certain components of the Lozanov method for teaching word meaning. Four treatments were investigated: mind calming, early pleasant learning recall, a combination of the two, and no treatment. Each group had one practice session and two treatment replications with different words. Each session had three distinct parts. The treatment portion was five minutes long and involved mind calming, early pleasant learning recall, or the combination. In the second portion, words were taught using both flash cards and auditory presentation. In the third part, students listened passively as the words, meanings, and contexts were repeated twice orally. Twelve randomly assigned rare English words with common synonyms were taught during each session. Students were tested immediately following each session and were retested nine days later. Analyses indicated that students' initial reading level was the most significant factor. Treatment was significant only in session one for delayed recall. (Author/AA)

ED 140 292 CS 203 365

Herrick, Ethel Edna Wiest

Training Parents of Learning Disabled Children in Facilitative Communication Skills.

Pub Date 76

Note—179p.; Ph.D. Dissertation, Texas Woman's University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-745, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Communication Skills, Doctoral Theses, Elementary Secondary Education, *Learning Disabilities, Parent Attitudes, *Parent Child Relationship, *Parent Education, *Remedial Programs, Student Attitudes

This study assessed the training of parents of Plan A Resource Room children in facilitative communication skills. The design for the study involved three groups: a treatment group, a volunteer control group, and a nonvolunteer control group; there were 12 in each group. The dependent variables included semantic differentials, the Wide Range Achievement Tests, and the average daily attendance of the students. Carkhuff's Communication and Discrimination Indexes were used to measure changes in facilitative communication levels. Results indicated that the treatment group made a significantly greater gain in the communication index than did the volunteer control group. For the comparison between the treatment group and the average of the two control groups, the irritation problems subscale of the parent semantic differential was significantly different. Treatment and control group scores on the Wide Range Achievement Test were not significantly different, though the general gains for every group indicated that placement in the resource room apparently facilitated expected gains. Children tended to have excellent attendance regardless of group assignment. (Author/AA)

ED 140 293 CS 203 378

Ziskind, Sylvia

Telling Stories to Children.

Pub Date Apr 76

Note—162p.

Available from—H. W. Wilson Company, 950 University Avenue, Bronx, New York 10452 (\$10.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, Childrens Books, *Childrens Literature, *Creative Dramatics, Diction, Elementary Education, *Interpretive Reading, Poetry, *Story Telling

This book introduces practical means by which the reader can develop in the art of storytelling. It is geared to inexperienced tellers, but, at the same time, it indicates more advanced techniques and procedures. Separate chapters discuss the principles and techniques of storytelling; selecting and learning the story; mastering technique; reading and speaking poetry; creative dramatics; and planning the story hour. A bibliography lists selections under the following categories: background books, periodicals, book lists and indexes, commentaries by anthologists and their anthologies, collections of stories, special stories, special poetry, books on storytelling skills, books in foreign languages, and stories for more mature children. (MB)

ED 140 294 CS 203 379

Muller, Dorothy Hiott

An Investigation of the Precision of Metaphorical Language Interpretation of Students in Grades Four through Seven.

Pub Date 76

Note—159p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29467, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Age Differences, *Comprehension, Doctoral Theses, Elementary Secondary Education, *Language Development, Language Research, *Metaphors, *Reading Achievement, Reading Comprehension, Vocabulary Skills

A sample of 180 students in fourth, fifth, sixth, and seventh grades participated in a study of the effect of age on the precision of interpretation of metaphorical language. All students read at or above fourth grade level. Metaphorical-language interpretation ability was measured by a 38-item instrument developed by the investigator using metaphorical expressions obtained from trade books recommended for students in the intermediate grades. Results indicated that there were significant differences in the ability to interpret metaphorical language, among fourth, fifth, and sixth graders; that there was no significant difference between the sexes in metaphorical-language interpretation ability; and that there were

significant positive relationships among reading vocabulary, reading comprehension, total reading achievement, and ability to interpret metaphorical language. However, neither reading-achievement skill appeared to be more closely related to the ability to interpret metaphorical language than did the other. (Author/AA)

ED 140 295 CS 203 381

Robinson, Edward Hamilton

Students' Perceptions of Teachers' Abilities to Provide Certain Facilitative Conditions and Their Relationship to Language Arts Achievement Gains.

Pub Date 76

Note—75p.; Ph.D. Dissertation, Duke University Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-1088, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Doctoral Theses, Educational Research, *Effective Teaching, Elementary Education, *Empathy, *Language Arts, *Student Evaluation of Teacher Performance, *Student Teacher Relationship, Teacher Influence

This study sought to determine whether students who perceived their teachers as more effectively providing facilitative conditions (warmth, empathy, genuineness, and concreteness) achieved greater language arts gains than did students who perceived their teachers as being less facilitative. A statistically significant difference was found in language arts gain between students who, as a class, perceived their teachers as providing high levels of the facilitative conditions and those students who perceived their teachers as providing low levels. This difference favored students of teachers who provided high levels. Differences in language arts achievement gain for individuals regardless of class assignment were not significant, though they were also in the predicted direction. (Author/AA)

ED 140 296 CS 203 384

Graham, Roger J. Payden, William R.

Observations on the Mass Media.

Pub Date 76

Note—192p.

Available from—Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001 (\$6.95 paper)

Document Not Available from EDRS.

Descriptors—Civil Liberties, *Communications, Court Litigation, Film Production, Foreign Countries, Freedom of Speech, *Journalism, Marketing, *Mass Media, New Journalism, *News Media, *Newspapers, News Reporting, Periodicals, Propaganda

Thirty-three articles present observations on how the media operate and how the media have affected society to date. The articles deal with a wide variety of topics, including the editorial page; political cartooning; daily-newspaper starts and suspensions from 1960 to 1969; journalistic ethics; well-known journalists, such as John Dunlap, James Gordon Bennett, Sr., Horace Greeley, William Randolph Hearst, and Walter Lippman; new journalism; landmark court decisions which have affected the news media; freedom of speech; libel laws; Soviet journalism; recent trends in magazines; satellite communications; the British Broadcasting Corporation; the history of the motion picture; local government and the media; the development of propaganda; corporate communications; and public relations in marketing. (GW)

ED 140 297 CS 203 389

Mersand, Joseph

The English Teacher: Basic Traditions and Successful Innovations.

Pub Date 30 Apr 77

Note—285p.

Available from—Kennikat Press Corp., 90 South Bayles Avenue, Port Washington, New York 11050 (\$12.95 cloth)

Document Not Available from EDRS.

Descriptors—Composition (Literary), *English Curriculum, *English Departments, *English Instruction, Individualized Instruction, Listening, Literature, Reading Instruction, Secondary Education, Supervisory Methods, *Teaching Methods, *Textbooks

The 26 lectures and addresses in this book are all concerned with methods of instruction in secondary school English classes. They are organized into seven major sections: an introduc-

tion which considers the emerging curriculum in English and the aims of English instruction; individualization of instruction; teaching reading, writing, and literature; teaching the art of listening; lightening the burden of the English teacher, which is concerned with organizing to make the best use of limited time; the English teacher and curriculum improvement; and the role and problems of the high school English chair. Bibliographies for further reading on each topic are also included. (AA)

ED 140 298 CS 203 390

Professional Journalism Skills.
Civil Service Commission, Chicago, Ill. Regional Training Center.

Pub Date [77]

Note—69p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Composition Skills (Literary), *Editing, *Guidelines, *Headlines, *Information Theory, *Interviews, *Journalism, *Journalism Education, *Learning Activities, *Newspapers, *News Reporting, *News Writing, *Post Secondary Education

Identifiers—Feature Stories

This paper provides guidelines and exercises designed for a three-day seminar to encourage effective journalistic writing. Among the topics discussed are communication theory, general rules in writing, the news story, editing, the feature story, interviews, and headlines. Appendixes include an Associated Press style-guide exercise, news and feature story fact sheets, and a bibliography. (KS)

ED 140 299 CS 203 391

Folsom, J. B.

Montana English Teacher Preparation and Needs, 1973 State-Wide Survey. Interim Report.
Montana State Univ., Bozeman.

Pub Date Mar 74

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Research, *English Instruction, *Inservice Teacher Education, *Needs Assessment, Secondary Education, *State Surveys, Teacher Attitudes, Teacher Characteristics, *Teacher Education

Identifiers—*Montana

This report summarizes results from a 1973 survey of Montana junior and senior high school teachers of English. The questionnaires were designed to determine the relation between teaching assignments and training; undergraduate and postgraduate preparation in subject matter courses; teachers' evaluation of the usefulness and applicability of their preparation for teaching; further preparation which teachers desired and were willing to pursue; and program changes needed to meet stated needs and National Council of Teachers of English guidelines for the preparation of teachers. Some 332 teachers returned their questionnaires, out of 750 that were sent out. Results are discussed with particular reference to the development of teacher training programs at the University of Montana and at Montana State University. (AA)

ED 140 300 CS 203 393

Severin, Mary Susan

Applying a Schema for Studying the Instructive Techniques Employed by Authors of Four Novels for Adolescents.

Pub Date 76

Note—195p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-3771, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Characterization, Doctoral Theses, *Ethical Instruction, *Literary Analysis, Literary Conventions, *Literary Criticism, Moral Values, *Novels, Rating Scales, Research, Secondary Education, Social Values

The purpose of this study was to apply a schema to adolescent novels, to determine what lessons the authors teach and what techniques they employ in their teaching. A historical review of literary criticism established a background for interpreting the educational function of literature. A schema of questions based on the historical background was constructed to examine subject matter, plot, character, and dialogue in adolescent novels, and was applied to four recent

novels. A rating scale was constructed to rate the books on items related to their educational content. Findings indicated that the authors incorporated teaching in their fiction by creating situations in which exemplary young protagonists act out solutions to problems, with the assistance of adults, and exhibit virtue which is rewarded. Lessons are conveyed by the characteristics and actions of the protagonists, reinforced by the philosophizing of protagonists. Lessons primarily involve humanistic values and the development of personal life styles. Through use of the schema and scale, it should be possible to discern an author's lesson, the techniques that are used to convey and reinforce the lesson, and how obviously or subtly the lesson is taught. (Author/GW)

ED 140 301 CS 203 395

Rietz, Sandra A.

A Comparison of Certain Structural Characteristics of Language Selections Representing Both Oral and Written Thought and Purpose.

Pub Date 76

Note—263p.; Ed.D. Dissertation, University of Colorado at Boulder

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-3219, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Basic Reading, *Child Language, Childrens Literature, Doctoral Theses, Early Childhood Education, Folk Culture, *Language Patterns, *Language Variation, *Literary Genres, *Oral English, Primary Education, *Structural Analysis, *Written Language

This study examined the hypothesis of a linear, bipolar continuum, with the principles of oral language at one end and those of written language at the other. Six sources of language were identified and arranged along the continuum, to reflect their underlying governing principles: spontaneous oral language of children, children's folk songs, songs for children, folk stories, recent stories for children, and basal readers. Comparisons of specified structural characteristics across all language categories revealed a multidirectional relationship, rather than a linear, bipolar relationship, among all six categories. The language of children showed little structural similarity to other categories; children's folk songs and songs for children showed greater structural similarity to each other than to any other category; and written folk stories, stories for children, and basal readers showed structural similarities. The similarities and differences between the structurally analyzed language selections were interpreted as indicating a variety of "sets" of underlying principles governing a variety of forms of language expression. (Author/AA)

ED 140 302 CS 203 396

Jarrard, Mary Elizabeth W.

An Empirical Investigation: Teaching a Course in Oral Communication to Sexually Segregated Classes.

Pub Date 76

Note—122p.; Ph.D. Dissertation, The University of North Carolina at Chapel Hill

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-2055, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Research, *Grouping (Instructional Purposes), Higher Education, *Performance Factors, Self Concept, *Sex Differences, *Speech Communication, Speech Instruction, Student Attitudes, *Student Grouping

The purpose of this study was to determine if the sex of class members would influence the results of a course in basic oral communication. Subjects were 64 students at the University of North Carolina at Chapel Hill. In an all-female class, an all-male class, and two coeducational classes, the following variables were investigated: self-concept (as measured by the California Personality Inventory), mastery of the concepts of speech communication theory, students' attitudes toward the class, and student-student effectiveness as rated by expert judges. Data showed that the composition of classes, with regard to sex of members, does affect course outcomes. Specifically, all-male and all-female groupings appeared to have more positive changes in self-concept and more positive attitudes toward the course. No differences between groups were shown to exist, as a function of class composition, with regard to

students' ability to learn the concepts of the course. (Author/KS)

ED 140 303 CS 203 398

McClain, Wallis

Implementing the Amended FOI Act.

Freedom of Information Center, Columbia, Mo. Report No—FOI-343

Pub Date Sep 75

Note—11p.; Some parts of document may not reproduce clearly due to type size

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agencies, *Agency Role, *Censorship, *Federal Government, *Federal Legislation, *Freedom of Speech, Government Role, Laws, *Legal Problems

Identifiers—*Freedom of Information

The Freedom of Information Act amendments, which became effective in February 1975, have so far yielded mixed results. This report provides an account of how different federal agencies are implementing this amended statute. Among the topics discussed are modifications of the original 1966 Freedom of Information Act, which were made in the attempt to eliminate the law's loopholes; the interpretations of the Judicial Review Section; the effect of Attorney General Edward H. Levi's memorandum to federal agencies; implementation of the amendments by agencies; and guidelines established by the Federal Bureau of Investigation, the Central Intelligence Agency, and the Internal Revenue Service. A summary of the current employment of the act is presented, and an appendix provides a listing of the "Federal Register" citations of agency procedures for implementation of the amended act. (KS)

ED 140 304 CS 203 400

McGuire, Peter J. Naugle, Helen H.

A Self-Paced Writing Course at Georgia Tech: Building a Logical Sequence of Units in Rhetoric.

Pub Date 77

Note—14p.; Paper presented at the 1977 Modern Language Association Conference

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Composition (Literary), *Composition Skills (Literary), Higher Education, Independent Study, *Pacing, *Programmed Instruction, *Programed Units, Writing

For the heterogeneous class, a self-paced writing course is most effective, as it prevents more able or better-prepared students from becoming bored and slower students from becoming frustrated, and it provides the instructor with additional time to spend on enrichment for some students and extra help for others. A self-paced course which has proved successful at Georgia Institute of Technology consists of a sequence of seven units—the thesis, the pattern of an essay, the development of an argument, writing to a reader, evidence to support a thesis, the use of repetition, and building a conclusion. These units, focused on the reader's needs, contain a description of the concept being taught, explanations of its necessity and its relationship to previous units, an example of the concept properly applied, and a self-test. In addition to completing the self-paced units, each student writes four essays of gradually increasing length, outside of class and upon completion of specific units. Grades on these essays form the basis for the course guide. (JM)

ED 140 305 CS 203 401

Koegel, Raymond Paul

Coordination and Identification: A Transactional Approach to the Formative Evaluation of Educational Television Programming.

Pub Date 76

Note—189p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-3934, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Bilingual Education, *Childrens Television, Doctoral Theses, *Educational Television, *Evaluation Methods, Identification (Psychological), *Programming (Broadcast), *Spanish Speaking, *Television Research

Identifiers—Coordination
This study provides a theoretical focus for evaluating media communication, a generic model which operationalizes this focus, and a case study which documents how this model was

applied in the evaluation of the effectiveness of "Carrascollendas," a bilingual television program for children. The core of the model involves two indexes: "identification," which assesses viewers' affective involvement with characters, and "coorientation," which gauges viewers' understanding of a dramatic sequence, as well as the implications of this understanding for predicted viewer attention. These constructs are operationalized and integrated with a method of structurally analyzing the format of television programming. A multiple discriminant analysis of the coorientation and identification scores yielded significant intergroup differences across the variables of sex, grade, ethnicity, and city. Combined with the results of the structural analysis, these differences pinpointed desirable program modifications in the areas of character age and ethnicity, message complexity, and message format. (Author/AA)

ED 140 306 CS 203 402

Shuchat Shaw, Francine Belle

Congruence: A Methodology for Aesthetic Curricular Criticism and Post-Critical Theorizing: Reconceptualizing Knowledge and Methods, as Curricular Foundations, in Secondary Cinematic Arts Education.

Pub Date 76

Note—249p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-2502, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Aesthetic Education, *Curriculum, *Curriculum Design, Curriculum Evaluation, Doctoral Theses, Films, *Film Study, Secondary Education, Theories

This study explored foundational conceptions of knowledge currently influencing secondary cinematic arts education, their curricular and instructional expressions, and their relation to instructional methods practiced in this environment. "Congruence" was developed as a method for exploring the assumptions, dimensions, and relations outlined for this and for similar inquiries. This method established (1) a conception of knowledge for the cinematic arts, representing and balancing syntactic/process and substantive/product dimensions; (2) a meta-scheme displaying elements of thought and practice constituting curricular/instructional environments; (3) the questions mapped, in the affirmative, as fundamental assumptions; and (4) aesthetic principles of relationship, translation, and integration as tools for criticism and theorizing with respect to the degree of unity existing in environments. (Author/AA)

ED 140 307 CS 203 403

Cook, Donna Lee Logsdon

A Comparison of the Content of English Methods Courses with the Needs of Beginning Secondary School English Teachers.

Pub Date 76

Note—260p.; Ed.D. Dissertation, West Virginia University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-2547, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Beginning Teachers, *Course Evaluation, Doctoral Theses, *English Education, Higher Education, *Methods Courses, Preservice Education, Secondary Education, *State Surveys, Teacher Attitudes, Teacher Education, Teacher Education Curriculum, Teaching Methods

Identifiers—*Maryland

This study sought to determine how the English methods course is taught in Maryland colleges and to evaluate its effectiveness in preparing undergraduate English majors for their first years of teaching in Maryland schools. Questionnaires were completed by one methods teacher at each of 12 Maryland colleges, by one supervisor of beginning English teachers from each of 22 Maryland counties, and by 30 junior high and 32 senior high school beginning teachers of English. Supervisors gave higher ratings to needed skills than did beginning teachers and than methods teachers gave to skills stressed in their methods courses. Methods teachers gave higher ratings to stressed skills than did beginning teachers. Supervisors and methods teachers appear to agree that the beginning teacher needs competency in many

skills. Methods teachers are then faced with the impossibility of adequately covering all these skills in one three-hour program. (Author/AA)

ED 140 308 CS 203 404

Cohen, Elaine Landau

A Case Study of the Implementation of an Integrated Language-Experience Approach in an Elementary School.

Pub Date 76

Note—321p.; Ph.D. Dissertation, University of Colorado at Boulder

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-3173, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Composition Skills (Literary), Doctoral Theses, Elementary Education, *Inservice Teacher Education, *Language Experience Approach, *Open Education, *Reading Instruction, *Reading Programs, *Reading Research

The purpose of this study was to assess the effects of a project in which two college instructors established a model open classroom in an elementary school during one school year. Primary-grade children participated in a wide variety of activities in the classroom and were taught by means of a language experience approach in which they talked about experiences and wrote or dictated stories. Teachers observed and participated in the classroom and attended in-service workshops on the language experience approach. Results of an individual reading test administered to all second and third graders at the end of the school year indicated that a much larger percentage of children was reading at or above grade level than in previous years. An analysis of compositions written by second and third graders who had participated in the project and by fourth graders who had not participated indicated that the children who had participated were writing syntactically more mature sentences than were the children who had not participated. Questionnaires administered to children, teachers, and principal indicated that all had positive attitudes toward the program. Sketches of classrooms revealed that teachers had added interest centers, more materials for children, and more displays of children's work. (Author/GW)

ED 140 309 CS 203 410

Terry, Laura Lynn

The Effects of a General Semantics Language Arts Program on Self Concepts of Third Grade Children.

Pub Date 76

Note—189p.; Ph.D. Dissertation, University of Wyoming

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-3269, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Grade 3, *Language Arts, Primary Education, Program Development, Program Evaluation, *Self Concept, *Semantics

A General Semantics Language Arts program was developed to improve the self-confidence of third-grade pupils. The effectiveness of the program was tested in an experiment involving 165 students. Four treatment group teachers used the program three times a week for ten weeks; control group teachers were not introduced to the program and continued whatever curriculum they had planned. All classes were given pretests and posttest using the Piers-Harris Children's Self Concept Scale. Analyses of results indicated that treatment group self-concept scores increased significantly in comparison with control group scores. (Author/AA)

ED 140 310 CS 203 411

Weathermon, Sidney Earl

The Effectiveness of Four Methods of Presentation upon the Recall of Factual Information of Expository Material by Fifth Graders.

Pub Date 76

Note—104p.; Ed.D. Dissertation, University of Colorado at Boulder

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-3248, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Processes, Doctoral Theses, Elementary Education, Grade 5, *Learning Processes, Memory, *Recall (Psychological), *Silent Reading, *Teaching Methods

Identifiers—*Prose Learning

This study investigated whether recall of expository information by a learner will be affected by the mode or combination of modes through which the information is presented. Subjects, 359 fifth-grade students, were randomly stratified into four treatment groups on the basis of sex and reading ability. Treatment for each of the groups was as follows: a silent reading procedure in which the subject learned by reading material from a non-illustrated text, a listening procedure in which the subject learned by listening to a student teacher read the expository material, a listening procedure in which the subject learned by listening to a taped cassette recording of the material, and a simultaneous presentation of both a silent reading procedure and a listening procedure (taped recording on cassette). Results showed that both the mode of information presentation and silent reading ability have a significant effect on recall of factual information, that the most effective treatment was the auditory-visual presentation, and that the second most effective treatment was the visual (silent reading) presentation. (Author/JM)

ED 140 311 CS 203 413

Elifson, Joan McCarty

Effecting Bidialectal Shift in Speakers on Nonstandard English through a Sequenced Curriculum.

Pub Date 76

Note—154p.; Ph.D. Dissertation, Georgia State University-School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-1542, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Black Dialects, Doctoral Theses, Educational Research, Higher Education, *Language Usage, *Nonstandard Dialects, Program Evaluation, Sequential Programs, *Teacher Attitudes, *Teacher Education, Teaching Methods

Identifiers—*Bidialectalism

In the first phase of this study, a graduate class in social dialects was divided into four groups. The experimental group was exposed to a detailed transformational analysis of standard and black English. They were administered a language attitude survey and completed a self-evaluation of their ability to teach effectively speakers of black English as pre- and post-measures. They also responded to an essay written in black English, which was judged on sensitivity to black English speakers. In the second phase of the study, eight teachers from the first phase tested a sequence of activities designed to move students along the continuum toward competence in standard English. Four of the eight represented the first phase experimental group; four represented the control group and they did not use the sequenced curriculum. Students completed an oral measure of bidialectalism and a writing sample. Results were interpreted as indicating that a scientific analysis of language fosters growth toward more unbiased language attitudes; however, a more traditional lecture and discussion approach also produces attitude change. The sequenced curriculum produced students who made fewer dialect-based deviations from standard English. (Author/AA)

ED 140 312 CS 203 421

Kutykandall, Carol

Materials for English Education: Surveying the Territory.

Pub Date Mar 77

Note—11p.; Paper presented at the Annual Conference on English Education (15th, Knoxville, Tennessee, March 24-26, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Materials, Composition (Literary), *Educational Resources, Elementary Secondary Education, *English Education, *Language Arts, Language Development, Periodicals, *Reading Material Selection, Teaching Methods

In selecting materials for English education (both preservice and inservice), it must be remembered that, although materials alone do not make the difference, selection of resources must be informed and careful. This paper presents guidelines for material selection in the areas of language acquisition, composition, methods for teaching the language arts, classroom materials, professional journals and references, and miscellaneous ideas for English teachers. Specific titles are suggested and discussed for most of these categories. (JM)

ED 140 313 CS 203 425

Dana, Jane. *Zimmerman, LaNette*

A Resource Unit in Film. Bulletin No. 7087.

Wisconsin State Dept. of Public Instruction, Madison.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Curriculum Guides, *Film Criticism, Film Industry, *Film Production, *Films, *Film Study, Learning Activities, Secondary Education

The units on film in this curriculum guide may be used in sequence or as needed to strengthen film units already being taught. Since it was designed to offer ranges of choice for a variety of teachers, this resource guide contains more than an individual teacher is likely to use in a particular unit or course. Topics of the units, which are arranged in a logical order of presentation, are the nature of film, the tools of film, the filmmaking experience, the forms of film, film criticism, and the shape of film to come. Each unit contains a list of instructional objectives, a content outline, lists of learning activities and instructional assessment procedures, and references. (JM)

ED 140 314 CS 203 427

Wiseman, Molly J.

School Media of 1987 Game.

Journalism Education Association, La Crosse, Wis.

Pub Date 76

Note—7p.

Available from—Sr. Rita Jeanne, FSPA, Journalism Education Association, Treasurer, 912 Market St., La Crosse, Wisconsin 54601 (\$1.50 member, \$2.50 nonmember)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Communication, *Classroom Games, Decision Making, *Educational Games, *Futures (of Society), *Information Dissemination, Instructional Media, Journalism, *Mass Media, *Media Technology, News Media, Secondary Education

The board game and discussion provided in this pamphlet are designed to encourage awareness of future possibilities in the use of school media, to illustrate to students how transmission of news may change in the next ten years and how news and information exchanges might be possible between schools, and to encourage decision making and active participation in the classroom. Discussion of change in the communication technology of the secondary school system includes such topics as cable television, laser technology, innovations in newspaper printing, and videodiscs. (KS)

ED 140 315 CS 203 428

Brown, Alvin B. And Others

Teaching the Patterns of Life, Unit One: Consumer Education; Language Arts Program for Low Achievers, Grade 7. Revised Edition.

Springfield Public Schools, Mass.

Pub Date 75

Note—7p.; Teaching Unit prepared at M. Marcus Kiley Junior High School

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Consumer Education, English Instruction, Interdisciplinary Approach, Junior High Schools, *Language Arts, Learning Activities, *Low Achievers, *Motivation Techniques, Secondary Education, *Self Esteem, *Teaching Techniques

This volume provides a motivational scheme which uses consumer education to teach language arts and build self-confidence in low-achieving junior high school students. Seventeen sequences describe strategies for teaching various aspects of consumer education, including definition of the consumer, problems that face consumers (including discussions of standard of living, supply and demand, and business organizations, advertising, and installment buying), the responsibilities of consumers (including treatments of employment, budgeting, credit, utility, proper use of goods and services, and so on), and consumer protection (spanning such topics as guarantees and warranties, legislation, and other consumer aids). Illustrations, activities, and worksheets are presented for many of these units. The final sequence establishes criteria for evaluating students' progress and for assessing the degree to which the program was successful. A bibliography of

reference resources and a glossary of terms complete the volume. (KS)

ED 140 316 CS 203 430

Lindsey, Ron, Ed.

Values in the English Classroom.

Texas Joint Council of Teachers of English, Houston.

Pub Date 75

Note—25p.; The Texas Joint Council of Teachers of English is an affiliate of the National Council of Teachers of English

Journal Cit—English in Texas; v8 n2 Entire Issue Sum 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, *Class Activities, Composition (Literary), Elementary Secondary Education, *English Instruction, *Language Arts, Literature, Moral Development, *Teaching Techniques, *Values

This issue focuses on values-clarification techniques for the elementary and secondary school classroom. A variety of articles provides general discussions of values clarification, as well as specific classroom activities related to literature, composition, and discussion. A selected list of books related to values clarification is included. (AA)

ED 140 317 CS 203 432

Tiernan, Robert J.

New York's Access to Records Law.

Freedom of Information Center, Columbia, Mo.

Report No.—FOI-340

Pub Date Jul 75

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Advisory Committees, Agency Role, *Censorship, *Civil Rights, Court Litigation, *Freedom of Speech, Legal Problems, *State Agencies, *State Legislation

Identifiers—*Freedom of Information, New York, *Public Access

During the last two years, New York State has made considerable progress toward opening its government to public inspection. This report discusses New York's open-records law and the creation of the Committee on Public Access to Records, a group of individuals who "interpret the law, oversee its implementation, establish procedures, and propose revisions." Research into the laws of other states reveals that the New York committee is the only one of its kind in the nation. The history of access in New York, the formation and actions of the Committee on Public Access, cases under the new law, criticism of the Freedom of Information Law, and proposed revision of the Freedom of Information and Open Meetings laws are discussed. An appendix provides the text of article six of the Freedom of Information Law. (KS)

ED 140 318 CS 203 433

Lowenstein, Ralph L.

NNC (National News Council) Appraises an Appraisal.

Freedom of Information Center, Columbia, Mo.

Report No.—FOI0017

Pub Date May 75

Note—7p.; Due to small print the document may be marginally legible

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Broadcast Industry, Censorship, Freedom of Speech, Journalism, *Legal Problems, Mass Media, *National Organizations, *News Media, *Publishing Industry

Identifiers—*Freedom of Information, Lowenstein (Ralph L.), *National News Council

In "National News Council Appraised," Dr. Ralph L. Lowenstein declares that the "track record of the National News Council, after one year of operations, is rather lackluster" and that "[the council] has failed to attract the kind of significant cases that could prove the NNC's value to the media and to the public." This report, prepared by the staff of the National News Council, provides an appraisal of and rebuttal to Lowenstein's statements. After discussion of several topics raised by the author's critique (comparisons with other press councils, changes in the council's rules of procedure, specific cases in which the organization was involved, and so on), it is concluded that Lowenstein's analysis fails to meet the scholarly aspirations of his document. (KS)

ED 140 319 CS 203 451

Verner, Zenobia, Ed.

Literature.

Texas Joint Council of Teachers of English, Houston.

Pub Date 77

Note—25p.; The Texas Joint Council of Teachers of English is an affiliate of the National Council of Teachers of English

Journal Cit—English in Texas; v8 n2 Entire Issue Win 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Copyrights, Elective Courses, *English Instruction, Higher Education, *Literary Analysis, *Literature, *Literature Appreciation, Science Fiction, Secondary Education

Identifiers—Archetypes, Crane (Stephen), Frost (Robert), Shakespeare (William)

This issue provides a selection of articles about literature and the teaching of literature. Titles include "Sin, Salvation, and Grace in 'The Scarlet Letter,'" "The Road Not Taken: A Study in Ambiguity," "In Search of Shakespeare: The Essential Years," "Right Deeds for Wrong Reasons: Teaching the Bible as Literature," "A Southern Author's Fight for International Copyright," "Invitation to Participate in Two Pilot Projects of TICTE," "Designing a Science Fiction Elective," "Archetyping in the Classroom, with Special Reference to Shakespeare," "The Claudius Cover-Up: A Psychology of Politics in 'Hamlet,'" and "Stephen Crane's Use of Animal Imagery in 'The Blue Hotel.'" (KS)

ED 140 320 CS 203 456

Perron, John D.

Composition with a Cognitive Twist.

Pub Date Mar 77

Note—15p.; Paper presented at the Annual Conference on English Education (15th, Knoxville, Tennessee, March 24-26, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Development, *Cognitive Processes, *Complexity Level, *Composition (Literary), Descriptive Writing, Educational Theories, Elementary Secondary Education, Expository Writing, Narration, *Syntax, Teaching Methods, *Writing

This paper suggests that a change in mode of expression—narrative, descriptive, or expository—can influence the syntactic complexity of children's writing. The implications of the research studies reviewed here may offer direction for education in general. Instructional strategies which make use of variation in writing mode to encourage gains in complexity may be expected to direct students toward their highest levels of performance. Among the topics discussed in this context are the influences of audience and "purpose" in writing, relevant paradigms of cognitive development and functioning, empirical evidence of developmental change, and a linguistic analogy for cognition. (KS)

ED 140 321 CS 203 457

Jacko, Carol M.

Small Group Triad: An Instructional Mode for the Teaching of Writing.

Pub Date 76

Note—9p.; Program developed at the University of Pittsburgh

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Freshmen, *Composition (Literary), Course Descriptions, *Discussion Groups, *English Instruction, Higher Education, Interaction, *Peer Teaching, *Role Playing, *Student Grouping, Teaching Techniques

The Triad process, a structured form of small-group discussion, has been used in teaching freshman composition. After reading each other's first drafts, students separate into groups of three; in each group, students take the role of reader, writer, or observer. Using role descriptions provided by the teacher, the readers analyze the writers' papers, indicating strengths and weaknesses; the writers use the readers as a resource for obtaining useful information on ways of revising their papers; and the observers observe reader/writer interactions and present feedback on their observations. Roles are then rotated so that each student has a chance to act in all three. Using information they have gained, students rewrite their papers at home for submission to the teacher. An analysis of audiotapes of the interactions of Triad groups and the interactions of groups of three students who were not assigned

roles indicated that the Triad groups exhibited more specifically appropriate behavior than the other groups and that Triad members successfully assumed the roles of reader and writer, improving with each session. The performance of observers revealed a need for instruction in process observation (not done in the study). The majority of students found the group discussions useful and enjoyable. (GW)

ED 140 322 CS 203 458

Halpin, Gerald Landreth, Eric

The Influence of Modeling on Children's Creative Performance.

Pub Date Apr 77

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Creativity, *Creativity Research, Creativity Tests, Educational Research, Grade 6, Intermediate Grades, *Modeling (Psychological), *Observational Learning

Three randomly assigned groups of sixth grade students watched a videotaped white female model present sets of responses to a creativity test categorized as low flexibility, low originality; high flexibility, low originality; and high flexibility, high originality. A randomly assigned control group viewed the same videotaped model giving instructions but not creative responses. Subjects then responded to the Unusual Uses and Just Suppose tests from the Torrance Tests of Creative Thinking. Modeling did have an effect on children's creative performance, but direction and magnitude of the effect was dependent upon sex, race, creativity traits measured, and test used. (Author)

ED 140 323 CS 203 459

Hunsaker, David M.

The Print Media and Equal Time.

Freedom of Information Center, Columbia, Mo. Report No.—FOI-0016

Pub Date Apr 75

Note—8p.; Some parts may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Censorship, Civil Rights, *Constitutional Law, *Freedom of Speech, Legal Problems, *News Media, *Newspapers, *Publishing Industry, Supreme Court Litigation

Identifiers—*Freedom of Information, Libel
This report explores the implications of the Supreme Court's decision in the case of "Miami Herald" v. Tornillo concerning the "right of reply," the Florida mandate that allowed a candidate for nomination or election whose personal character or official record is assailed to publish a response at the expense of the newspaper in which the charges were made. The Court reasoned that, in the case of the print media, the "right of reply" constituted a compulsion to print and was thus unconstitutional. Two tenable solutions to the problem of access to the print media are discussed: application of an antitrust theory to the press and the implementation of a "public utility theory," in which newspapers are made socially responsible through the addition of a provision for equal time. A model right-of-access statute details the specifics of this latter procedure. (KS)

ED 140 324 CS 203 460

Lynch-Brown, Carol

Are Paperbacks Magic?

Pub Date [77]

Note—10p.; Report prepared at Florida State University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Children's Books, Children's Literature, Elementary Education, Grade 5, *Independent Reading, Intermediate Grades, *Paperback Books, *Reading Interests, Reading Materials, *Reading Material Selection, *Reading Research

To determine whether children find paperback books more appealing than hardbound books, children's reactions to paperback books were compared with their reactions to the same titles in hardbound format. A total of 150 fifth graders were divided into two groups: 78 children (42 boys and 36 girls) examined 30 hardbound books, and 72 children (38 boys and 34 girls) examined the same 30 book titles, with the exception that paperback editions were substituted for 15 of the hardbound editions. After a leisurely

examination of the books, the children indicated which of the books they would like to read, which they would not like to read, and which they were unsure about. Analysis of the data indicated that significant differences existed only with girls' choices and only for five of the books. The significant differences noted did not appear to result from the type of book binding in and of itself, but rather from differences in explicitness of title and attractiveness of cover design. (GW)

ED 140 325 CS 203 461

Children's Advertising Guidelines.

Council of Better Business Bureaus, Inc., New York, N.Y.

Pub Date 76

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Advocacy, Childhood Attitudes, Childhood Needs, Children, *Children's Television, Guidelines, Mass Media, Moral Values, Publicize, Social Values, *Television Commercials

Identifiers—Advertising, *Children's Advertising

These guidelines have been developed for the use of advertisers and advertising agencies and for the self-regulatory mechanism which these groups have established, the National Advertising Division, to help ensure that advertising directed to children is truthful, accurate, and fair to children's perceptions. Preliminary sections set forth basic principles which underlie the guidelines and discuss interpretation of the guidelines and their scope. The guidelines deal with eight aspects of advertising: social and moral values portrayed; type of presentation; promotion by program character, editorial character, or personal endorsement; comparative product claims; pressure to purchase; ways in which products are shown being used; claim substantiation; and the use of premiums in advertising. (GW)

ED 140 326 CS 203 462

Chachere, Ernest G. King, Viola D.

"How" You Say Is What You Are: A Study of Adolescent Language Valuation.

Pub Date [76]

Note—13p.; Report prepared at Southern University of New Orleans

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adolescents, Grade 9, *Language Attitudes, *Language Research, Language Role, *Language Styles, *Language Variation, Nonstandard Dialects, Secondary Education, Social Attitudes, *Social Values, Sociolinguistics, Standard Spoken Usage

Even in culturally homogeneous settings, language has an important role in the social interaction of adolescents. This study investigated the importance of values concerning dialect and language variation in a group of 62 ninth-grade students. Subjects, 23 black, 21 white, and 18 native Spanish-speaking individuals, were asked to listen to a tape of the following language varieties: standard English spoken by a white speaker, black nonstandard English, English spoken by a native Spanish speaker, and nonstandard English spoken by a white speaker. Subjects were asked to record their reactions to the individual speakers with regard to their intelligence, friendliness, and desirability as friends. Data revealed that all groups rated the white standard English variation most positively. Even the speakers of the other variations in question, black nonstandard English and Spanish-influenced English, expressed a negative evaluation of their own dialects. Findings suggest that language is, indeed, a function in the value system of adolescents. (KS)

ED 140 327 CS 203 463

Naugle, Helen H.

An Experimental English 1002 Course.

Pub Date [76]

Note—9p.; Composition Course developed at Georgia Institute of Technology

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Biographies, *Composition Skills (Literary), Course Descriptions, *English Instruction, Expository Writing, *Field Interviews, Higher Education, *Oral History, *Senior Citizens, Teaching Techniques

Identifiers—Foxfire, Teacher Student Conferences

English 1002, an advanced college composition course, is based on the Foxfire Project (in which Appalachian students interview elderly persons about mountain crafts and lore). After two weeks

of classroom drill and practice in composition skills, each student is matched with a resident of a home for the elderly, located near the campus. During each of the next four weeks, students interview the elderly persons, write papers growing out of the interviews, and write memoranda to the instructor about their activities. They meet once a week in a formal classroom situation, at which time they read their writing to the class and get needed instruction in composition skills. Frequent instructor/student conferences are scheduled. Although no reading material is assigned, students typically read the Foxfire books and numerous biographical essays, in order to get guidance in writing their papers. In the last part of the quarter, students meet together regularly and write formal expository essays. Students taking this course are reported to be more animated, more motivated, and more dedicated to their work than are students in conventional courses; their enthusiasm is revealed in student evaluations filled out at the end of the course. (GW)

ED 140 328 CS 203 466

Pettigrew, B. Joye

You Can Go Home Again: A College Methods Teacher Returns to the Secondary Classroom.

Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the Conference on English Education (14th, Milwaukee, Spring 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—English Education, *English Instruction, *Individualized Instruction, *Literature Appreciation, Secondary Education, *Short Stories, *Small Group Instruction, *Teacher Educator Education, Teaching Techniques

This paper describes the author's experiences teaching a high school class after ten years of teaching college-level secondary education students. The author tells how she arranged to teach a short-story course in a local high school and how she organized the course around small-group and individual activities through the use of activity cards. Student earned points for each activity completed; course grades were based on the total number of points earned. The paper reports many of the classroom activities employed, including discussing short-story elements, writing stories based on pictures, enacting key scenes from stories, taping characters' dialogue, and presenting oral book reports. Films were used to supplement the short stories; a collection of adolescent novels was provided to stimulate outside reading. Benefits which the author gained from the experience included increased credibility with her college students and with teachers in inservice programs, as well as a renewed realization of the importance of such aspects of teaching as variety, flexibility, and involvement of students in what goes on in the classroom. The author urges other college methods teachers to make a similar trip back to the secondary classroom. (GW)

ED 140 329 CS 203 467

Language Arts Curriculum Guide, Performance Expectations, K-12.

Northern Valley Regional High School District, Closter, N.J.

Pub Date 76

Note—86p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Communication Skills, Composition Skills (Literary), *Curriculum Guides, *Educational Objectives, Elective Courses, Elementary Secondary Education, *English Curriculum, Grammar, Handwriting Skills, *Language Arts, Language Skills, Literature Appreciation, Reading Skills, Study Skills

This guide identifies significant language arts objectives and then designates, in terms of the typical or "average" student, the grade level at which each concept or skill should be introduced, then reinforced, and finally mastered. Specific objectives are listed for the following language arts areas: listening, speaking, reading readiness skills, vocabulary and word attack skills, reading comprehension, reading rate, reading in content areas, spelling, handwriting, composition, grammar, study/library skills, literature at the primary and intermediate levels, literature at the upper elementary and secondary levels, and elective courses at the senior high school level. The guide includes a list of recommended novels and plays for grades seven through ten; an appendix offers a suggested technique for the study of spelling, a list of common prefixes and suffixes, a basic out-

line form, and a description of the SQ3R—survey, question, read, recite, and review—method of study. (GW)

ED 140 330 CS 203 468

Sparrow, W. Keats

Technical Writing: The Real Needs.

Pub Date Feb 77

Note—8p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (Williamsburg, Virginia, February 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Business English, *Composition Skills (Literary), *English Instruction, Higher Education, Logical Thinking, Technical Illustration, *Technical Writing, *Writing Skills

To understand the specific differences between technical writing and ordinary writing, it is helpful to consider five definitions cited by W. Earl Britton: (1) technical writing deals with subject matter in science, engineering, and business; (2) it demands a specialized vocabulary, particularly of adjectives and nouns; (3) it involves a tightly logical thought sequence; (4) it involves precision in sentence structure and in word choice; and (5) it conveys one precise meaning. English teachers who teach technical writing courses must teach many skills beyond those taught in ordinary composition courses. Students should learn to deal with forms and applications and with categories of letters, memoranda, and reports which they will encounter in business and industry. They should learn about graphics, including pictorial material (photographs, drawings, paintings, and maps) and symbolic graphics (graphs, schematics, flow sheets, and tables). Teachers should also instruct students in the use of "textual delineators" (captions or headings, itemization, and numbering of major parts of the text), in oral reporting, and in stylistic practices common in technical writing. (GW)

ED 140 331 CS 203 469

Soll, Lila

Writing an Original Research Paper Involves an Ability to Perform.

Pub Date Oct 76

Note—7p.; Paper presented at the Annual Meeting of the College Reading Association (Miami, Florida, October 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Freshmen, *Composition Skills (Literary), Course Descriptions, *Educationally Disadvantaged, English Instruction, Field Interviews, Higher Education, *Open Enrollment, *Remedial Instruction, *Research Skills, Teaching Techniques

Identifiers—*Research Papers

In order to help underprepared students entering college in an open admissions program learn to write original research papers, a method was devised which relates the students' experiences in the nonacademic world to their academic assignments. Students first visit a local business, store, or institution with which they are familiar and write an observation report of the visit; they then return to the place of observation and interview at least one person there. At this point, the students are ready to choose a subject for a research paper about some aspect of their observations. A series of assignments is used to help students gather and evaluate information from secondary sources, formulate a thesis, and organize, write, and evaluate their papers. Direct teaching is done in response to felt needs. Before the teacher evaluates the papers, the class devises evaluation criteria, and students read and evaluate each other's papers and hold follow-up conferences. This method helps students realize that, in the alien academic world, their own eyes and ears can be capable research tools. (GW)

ED 140 332 CS 203 470

Donlan, Dan

The Effect of Illustrations on Children's Nonverbal Responses to Literature.

Pub Date [77]

Note—14p.; Report prepared at University of California, Riverside; See related document, ED119232

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Childrens Literature, Color, Educational Research, *Illustrations, Language Arts, *Literature Appreciation, *Nonverbal Communication, Primary Education, *Response Mode

Identifiers—*Reader Response

A sample of 118 children in kindergarten through grade three participated in this study of the effects of illustrations on pupils' nonverbal responses to the story "The Giving Tree." Children in the experimental group were shown none of the illustrations in the book; the control group were shown all of the original illustrations. After hearing the book read aloud, both groups were asked to select three crayons and to draw whatever came to mind during a five-minute period. Analyses of the colors selected and of the complexity of the content indicated no significant differences between the drawings by the experimental and control groups. Informal observations suggested that the drawings of the experimental group were "more imaginative" than those of the control and that the younger children tended to focus on the tree, while the older children focused on a figure of a person. (AA)

ED 140 333 CS 203 471

Popovich, Mark N., Ed.

Journalism Abstracts: M.A., M.S., Ph.D. Theses in Journalism and Mass Communication. Vol. 14.

Association for Education in Journalism.

Pub Date 76

Note—212p.; Not available in hard copy due to marginal legibility of original document

Available from—Journalism Abstracts, Business Office, Association for Education in Journalism, 431 Murphy Hall, University of Minnesota, Minneapolis, Minnesota 55455 (\$7.00 paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Abstracts, *Annotated Bibliographies, Audiences, *Communications, Doctoral Theses, Federal Government, Foreign Countries, Industry, *Journalism, Journalism Education, *Mass Media, Masters Theses, News Reporting, Publications, Publicize, *Research Identifiers—Advertising, Audience Analysis

This book is an annual compilation of master's theses and doctoral dissertations written in schools and departments of journalism and communication in the United States. The aim of the book is to improve the flow of information about current research to students and teachers in journalism schools, to scholars in related disciplines, and to professionals in the mass media. The book contains 288 master's theses and 64 doctoral dissertations accepted at 50 colleges and universities from 1 July 1975 to 30 June 1976. The abstracts are arranged in alphabetical order by author. A subject index classifies the abstracts according to such topics as advertising, audience analysis, communication theory, communicator analysis, editorial policy and methods, education for journalism, foreign press and international communication, government and the press, history and biography, magazines, industrial journalism, public relations, visual communication, and radio, television, and films. (GW)

ED 140 334 CS 203 472

Lee, Seong Hyong

A Factor Analytic Study of the Credibility of Newspaper and TV News.

Pub Date 76

Note—198p.; Ph.D. Dissertation, Kent State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-3833, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, Audiences, *Credibility, Doctoral Theses, Journalism, Mass Media, *Media Research, *News Media, *Newspapers, News Reporting, *Television

Identifiers—*Audience Analysis

This study explores the dimensions of credibility in newspaper and television news and compares the dimensions of media credibility with those of interpersonal source credibility. Subjects, 401 Kent State University undergraduates, were given a 12-page questionnaire designed to assess attitudes toward the following: newspaper national and international news, television national and international news, television local and state news, and newspaper local and state news. Many significant differences were found in the credibility elements defined for newspapers and television. With regard to the relationship between media credibility and interpersonal source credibility, many similarities and some differences were found. Factors of media credibility appeared to vary according to the news concepts presented and the sample group considered. In the evaluation

of both newspaper and television news, subjects considered personality aspects involved in the news as a major criterion. A multidimensional approach is recommended for further study of this topic. (Author/KS)

ED 140 335 CS 203 473

Mead, Martha Sheller

An Examination of Attitudes toward Current Secondary School English Programs in Greater Boston.

Pub Date 76

Note—158p.; Ed.D. Dissertation, Boston University, School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-4072, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—College Preparation, Doctoral Theses, *Educational Assessment, Educational Trends, *English Instruction, *English Programs, Noncollege Preparatory Students, *Program Evaluation, Secondary Education, Senior High Schools, *Surveys

Identifiers—Massachusetts (Boston)

The purpose of this study was to ascertain attitudes toward the current English programs in Boston high schools. A survey was made of persons chosen from six selected groups: recent high school graduates, English faculty and advisers, educators in nonteaching fields, university and college English teachers, management personnel of companies that employ a large number of high school graduates, and parents of high school students. Data were collected on attitudes toward the values and purposes in the study of English today, the present structure and format of English course offerings, trends in teaching English, and the adequacy of preparation for post-secondary education or for employment. Based on the data collected, comparative studies were made among the groups and were viewed in perspective with research and literature on current programs along with a consideration of the development of English curricula through the years. The data collected were used to aid in determining possible strengths and weaknesses of present English programs and in recommending guidelines to assist in the evaluation and improvement of English curricula. (Author/GW)

ED 140 336 CS 203 475

Kaiser, Marjorie Myrna

Work Content and Attitudes toward Work in Eighth Grade Literature Anthologies.

Pub Date 76

Note—220p.; Ed.D. Dissertation, Virginia Polytechnic Institute and State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-2769, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Anthologies, *Career Education, Doctoral Theses, English Instruction, Grade 8, Junior High Schools, Leisure Time, *Literary Analysis, Occupational Choice, *Work Attitudes

The purpose of this study was to determine whether widely used eighth-grade literature anthologies contained sufficient selections of appropriate content to facilitate the integration of career education and literature study in the eighth-grade English program. Three aspects of the anthologized selections were analyzed: manifest work content, including the kind of work performed, the kind of character performing it, and its career cluster classification; the character's attitude toward work and toward the possibility of occupational choice; and the degree of reinforcement of ten selected career education concepts. Kinds of leisure activities portrayed were also noted. Analysis of the data indicated that the median proportion of selections in all the anthologies treating work was 42%. The anthologies as a group emphasized legal, realistic work as well as leisure activities. Attitudes toward work were positive, and the characters saw many values in work. The fifteen career clusters were generally evenly distributed. On the negative side, males and Caucasians dominated the work selections, affirming attitudes toward occupational choice were scarce, and six of the ten selected career education concepts were not upheld by even 50% of the selections in any anthology. (Author/GW)

ED 140 337 CS 203 476

Thweatt, Norma Erna Fork

Two Methods of Teaching Communication Skills to Graduate Level Students in Counseling and Guidance.

Pub Date 76

Note—91p.; Ph.D. Dissertation, The University of Arizona

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-2778, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Communication Skills, Counseling Effectiveness, *Counselor Training, Doctoral Theses, *Educational Research, Graduate Students, Guidance, Higher Education, *Instructional Media, *Training Techniques, Video Equipment

This study compares the effects of two procedures for teaching communication skills to graduate students enrolled in a masters-level counseling and guidance program. Skill training was based on Carhuff's model and used refinements made by Gazda. Three treatment settings were established: 12 hours of skills training using videotape equipment, 12 hours of training omitting videotape feedback, and 12 hours of training using procedures regularly followed in the standard counseling and guidance course. Evaluation of subjects' counseling skills, following the different treatment interventions, revealed that, while no difference could be shown between training with videotape use and training without videotape use, specific training did increase communication skills. Recommendations are made for further study in this area. (Author/KS)

ED 140 338 CS 203 477

Moore, Susan E.

Presidential Press Conferences.

Freedom of Information Center, Columbia, Mo. Report No.—FOI-339

Pub Date Jul 75

Note—10p.; Footnotes may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Federal Government, Information Dissemination, Journalism, Mass Media, *News Media, News Reporting, *Presidents, *Press Opinion, *Television, United States History

Identifiers—Freedom of Information, *Presidential Press Conferences

This report discusses the background, advantages, and disadvantages of the televised presidential press conference, citing the opinions of numerous newspaper and magazine writers. After presenting a brief overview of the presidential press conference from the administration of Theodore Roosevelt to that of Eisenhower, the report discusses the type and frequency of televised press conferences held by presidents Kennedy, Johnson, Nixon, and Ford. Special attention is given to the ways in which televising the conferences has affected their nature. Final sections of the report examine advantages the televised presidential press conference has for the public, for the president, and for participating reporters; outlines negative aspects of the televised presidential press conference; and presents suggestions for reform as well as for abolition of the institution. (GW)

ED 140 339 CS 203 478

Newkirk, Thomas R. And Others

What Johnny Can't Write: A University View of Freshman Writing Ability.

Pub Date [76]

Note—17p.; Report prepared at University of Texas, Austin

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Freshmen, *Composition Skills (Literary), Educational Research, *English Instruction, Higher Education, Problems, Secondary Education, *Teacher Attitudes, *Writing Skills

It is regularly claimed that the quality of writing done by college freshmen is declining. This study attempted, through the use of questionnaires and interviews, to determine what specific freshman writing problems English teaching assistants and English professors at the University of Texas viewed as most serious. Questionnaire results showed serious concern for the lack of precision and detail in student writing, for failure to proofread and revise, for failure to use transitions, and for failure to organize information effectively. In the interviews, professors stressed the

importance of students using a personal voice in their writing and the importance of students writing for their peers. Professors also argued that a greater amount of writing should be done by high school students even if all the writing were not graded by the teacher. (Author/AA)

ED 140 340 CS 203 479

Skaggs, Peggy

Teaching Business Communications Journeywork or Humanistic Endeavor?

Pub Date 76

Note—5p.; Paper presented at the 1976 Annual Meeting of the Modern Language Association

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Business Communication, Business Correspondence, *Business English, *Educational Objectives, *English Instruction, Higher Education, *Humanism, Humanistic Education

As humanists, we aim to intensify the powers of thinking and of feeling in those whom we teach; to open to our students every possible avenue to thought, emotion, and expression; and to keep ourselves alive while we are doing these things. Must such humanistic aims be relinquished if the harsh realities in contemporary academe force us to take on such mundane chores as teaching business communications? This paper concludes that much teaching activity for any course is more journeywork than humanistic endeavor and that teaching any course can become mere journeywork. But it also concludes that humanism is more an approach to life than a selection of courses and that we can live and demonstrate humanistic values through teaching virtually any course in the curriculum if we are sufficiently determined and imaginative. (Author)

ED 140 341 CS 203 480

Schwoebel, Jean Hardt, Hanno, Ed.

Newsroom Democracy: The Case for Independence of the Press. Monograph Series, No. 2.

Iowa Univ., Iowa City. School of Journalism.

Pub Date 76

Note—70p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Democratic Values, *Freedom of Speech, History, *Information Dissemination, *Journalism, News Reporting, *Press Opinion, *Professional Associations, Publishing Industry

Identifiers—France, *Freedom of Information, *Le Monde

Today there is a growing realization among journalists that providing information should be a real service in the public interest, which is free from the domination of private interests, and that there should be structures that guarantee the independence of journalists and the promotion of responsible and responsive journalism. In France, the "Le Monde" organization has pioneered the idea of democratizing news organizations so that journalists and readers participate in the management of information and in important decisions at the heart of press enterprises. This monograph, which is based on Jean Schwoebel's book, "La Presse, le Pouvoir et l'Argent," outlines the ideas and principles on which the "Le Monde" organization is based. Separate chapters deal with the importance of the right to information in modern society; irresponsible journalistic practices caused by the financial considerations of the commercial press; background and early history of "Le Monde"; the growth of other journalists' associations in France; the foundation of the French Federation of Journalists' Association; and the rationale for a new type of limited-profit publishing company in which the founders and journalists share ownership equally. (GW)

ED 140 342 CS 203 482

Bamberg, Betty

Composition Instruction Does Make a Difference: A Comparison of the High School Preparation of College Freshmen in Regular and Remedial English Classes.

Pub Date [76]

Note—30p.; Report prepared at Univ. of California at Los Angeles

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Freshmen, *Comparative Analysis, Composition (Literary), *Composition Skills (Literary), Educational Research, English Curriculum, *English Instruction, *Expository Writing, Remedial Instruction, Secondary Education

Freshmen enrolled in regular and remedial sections of English were surveyed to determine the amount of instruction and practice in expository composition received during high school. Results showed that the total amount of instruction was relatively low for both groups of students: only 15% of remedial students and 25% of regular English students reported instruction in selected aspects of writing during each semester of high school. However, regular English students had received significantly more instruction overall; their greatest superiority occurred in the amount of instruction in content development and organization and in a greater emphasis on exposition. Course-selection patterns revealed that remedial students tended to include fewer semesters of English in their programs, while regular English students not only enrolled in more semesters of English classes, but also tended to select courses specifically designed to increase their expository writing skill. (Author/AA)

ED 140 343 CS 203 483

Schreyach, Jon C.

The Dynamics of Army Writing.

Pub Date 76

Note—110p.; M.A. Thesis, U.S. Army Command and General Staff College; Reproduced from Best Copy Available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Composition Skills (Literary), *Diagnostic Tests, *Expository Writing, Higher Education, Masters Theses, *Military Schools, *Student Attitudes, Technical Writing

A survey of attitudes of students in the U.S. Army Command and General Staff College (CGSC) toward writing was analyzed in terms of total population and in terms of ability subgroups established by a diagnostic examination of writing ability. Results were compared with results from a similar survey of the 1974-1975 CGSC class, which was analyzed without the aid of a diagnostic test. Students at the Army War College were also surveyed, to determine their perception of the pressures at work in army writing situations. These perceptions were compared to the current CGSC class, in order to determine points of commonality and areas of disagreement. Results indicated that, although previous CGSC work is valid when total population is considered, important variations existed within the ability subgroups. Further, the study found significant differences of opinion between War College students and CGSC students, concerning the dynamics of army writing. (Author/AA)

ED 140 344 CS 203 494

Blake, Robert W.

Composing for the Left Hand: Writing Activities for the Intermediate Grades.

Pub Date [76]

Note—23p.; Report prepared at the State University College at Brockport

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition (Literary), *Creative Writing, Intermediate Grades, *Self Expression, *Teaching Methods, *Thought Processes, *Writing Exercises

This paper cites descriptions, by professional writers, of two stages in the composing process that appear to correspond with the two modes of mental activity separately controlled by the hemispheres of the brain. The stage of writing a first draft involves unconscious, personal, irrational, intuitive writing which may be called "writing for the left hand," since it involves the type of mental activity controlled by the right hemisphere of the brain. The stage of revising the first draft involves conscious, impersonal, rational, and intellectual writing, or "writing for the right hand." The author notes that most of the writing that students in public schools engage in, as confirmed by recent research, is writing for the right hand, and that, although this is an important type of writing, we should try to engage students in more expressive and poetic writing activities. The author urges teachers not to compare the work of one pupil with that of another; to give praise, not criticism; to stress the process of writing; and to encourage writing from the heart. The paper offers guidelines for getting students started writing and concludes with prewriting, writing, and rewriting activities for seven classroom assignments. (GW)

ED 140 345 CS 203 497

Moir, Hughes, Ed. Henning, Mary Jo, Ed.
1976 Retrospect...: Proceedings of Children's
Literature Institute (5th, University of Toledo,
Summer, 1976).

Toledo Univ., Ohio. Coll. of Education.

Pub Date 76

Note—37p.; Some parts of document may be
marginally legible due to small print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*American History, *Authors, Chil-
drens Books, *Childrens Literature, Civil War
(United States), Colonial History (United
States), Diaries, Elementary Secondary Educa-
tion, Ethnic Groups, *Fiction, *Novels, Revolu-
tionary War (United States)

The fifth Children's Literature Institute focused
upon United States historical fiction. This volume
discusses the lives, works, and ideas of the nine
authors who made presentations at the institute.
They are: Milton Meltzer, author of books about
such minority groups as Native Americans,
Blacks, and Jews; Brinton Turtke, whose books
include a series about a Quaker boy of old Nan-
tucket; Ann McGovern, whose books deal with a
variety of historical topics, including Christopher
Columbus, the Pilgrims, colonial times, and
Abraham Lincoln; James and Christopher Collier,
who have collaborated in writing a novel about the
Revolutionary War and a novel about the
conflict between the dominant white culture and
ethnic minorities; Miriam Bourne, author of fic-
tionalized diaries of the daughters and grand-
daughters of Washington, John Adams, and Jeffer-
son; Patricia Gauch, who has written novels
about the Revolutionary and Civil wars; Jean
Fritz, author of fiction and of nonfiction stories
for young children; and Arnold Adoff, poet and
anthologist of writings by black authors. (GW)

ED 140 346 CS 203 498

Day, Ruth S.

Verbal Fluency and the Language-Bound Effect.

Yale Univ., New Haven, Conn. Dept. of
Psychology.

Spons Agency—Office of Naval Research, Arling-
ton, Va. Personnel and Training Research Pro-
grams Office.

Report No.—ONR-TR-1

Pub Date May 77

Contract—N0014-75-C-0967, NR-154-378

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cognitive Processes, College Stu-
dents, Higher Education, *Language Research,
Language Skills, *Memory, Phonetics,
Psycholinguistics, Psychological Studies, *Ver-
bal Ability, Visual Perception

Individuals previously identified as language-
bound (LB) and language-optional (LO) par-
ticipated in a series of experiments to study ver-
bal fluency. The two groups showed a striking
similarity in the number of responses they
produced for categories with constraints at vari-
ous levels (word form, word content, sentence,
interpretation). This similarity occurred for both
written and oral modes of response, and over a
wide range of time intervals. Other types of mea-
sures, however, suggested that the forms in which
a given category can be represented affected the
ease with which the two groups produced their
responses. LBs had more difficulty with cate-
gories that lent themselves readily to a spatial
representation, while LOs had more difficulty
with a category based on phonetic constraints.
The results were considered in terms of their im-
plications for the LB phenomenon, as well as
general approaches to the study of verbal fluency.
(Author)

ED 140 347 CS 203 499

Tee, Lim Huck, Comp Sarachandran, V.V.,
Comp.

Mass Communication in Malaysia: An Annotated
Bibliography.

Pub Date 75

Note—75p.

Available from—Asian Mass Communication
Research and Information Centre, 39, Newton
Road, Singapore 11, Republic of Singapore
(\$12.00 paper)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Au-
diovisual Aids, *Communication (Thought
Transfer), *Communications, Developing Na-
tions, *Intercommunication, Journalism, Laws,
*Mass Media, Publicize, Telecommunication
Identifiers—Advertising, *Malaysia

This bibliography lists published and un-
published material relating to mass communica-
tions in Malaysia, 1945 to 1973. Most of the
items listed are written in English and Malay, and
a limited number are in Chinese. The bibliog-
raphy is divided into 21 sections: bibliography
and reference material; communication theory;
research methods; communication (general);
media development and characteristics;
newspapers; print media; broadcast media; film;
audiovisual media; traditional media; news agen-
cies; law of mass communication; communication
in development; communication teaching and
training; mass media in formal education; adver-
tising, marketing, public relations, and manage-
ment; government communication; international
and intercultural communication; social contexts
of the media; communication technology; and
mass communication periodicals. Most items are
annotated; an author/title index is included. (AA)

ED 140 348 CS 203 500

Criper, Clive Davies, Alan

Research on Spoken Language in the Primary
School; A Report to the Scottish Education De-
partment.

Edinburgh Univ. (Scotland). Dept. of Linguistics.

Pub Date Sep 74

Note—71p.; Not available in hard copy due to
marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Descriptors—Bibliographies, *Child Language,
*Classroom Communication, Elementary Educa-
tion, *Language Development, Language In-
struction, *Language Research, Language
Usage, *Sociolinguistics, Speech Communica-
tion, *State of the Art Reviews
Identifiers—Scotland

This report assesses the state of the art of
research into and accepted knowledge of "lan-
guage in the classroom," particularly in Scotland.
The discussion is organized in six sections: (1)
language-related causes of educational failure and
remedial programs set up with the intention of
compensating for various kinds of deprivation;
(2) attitudes toward language and language use;
(3) social dialect differences and the effects of
the contexts of the playground, the home, and
the peer group; (4) classroom verbal interaction;
(5) programs and materials for spoken language
instruction; and (6) recommendations for types
and areas of research. A lengthy bibliography is
included. (AA)

ED 140 349 CS 203 502

Stone, Gerald C. And Others

Reports on Standardized Economic Figures for
Small Newspapers and City Editors' Knowledge
about Their Audience. America Newspaper
Publishers Association News Research Bulletin,
No. 2.

American Newspaper Publishers Association,
Washington, D.C.

Spons Agency—California State Univ., Long
Beach.

Pub Date 23 Jun 76

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Audiences, *Economic Factors,
Economic Research, Economic Status,
*Newspapers, *Research

Identifiers—*Newspaper Editors

The results of two studies are detailed in this
issue of "News Research Bulletin." In the study
concerned with the difficulty of comparing the
finances of newspapers, financial data from the
following two groups of newspapers were
analyzed: 67 weekly newspapers with circulations
ranging from 2,500 to 4,500 and 28 dailies with
circulations ranging from 4,000 to 6,000. Results
showed that the only standardized figure accepta-
ble for comparing newspapers of different size
and publication frequency is that of per-sub-
scriber net income; none of the other tested stan-
dardized measurements of income or expense is
acceptable as a comparison figure. For the study
on city editors' knowledge about their audiences,
a questionnaire was sent to the city editors of 375
dailies. Responses were received from 35% of the
editors. Analysis showed that more than 90% of
the responding editors felt that additional
knowledge about readers would help their effec-
tiveness as editors. Questionnaire analysis also
showed that the city editor most aware of reader
characteristics worked on a paper of more than
50,000 circulation, was 35 years old or younger,
had been city editor three years or less, and had
a college degree in journalism. (JM)

ED 140 350 CS 203 505

Norton, Robert F. And Others

The Effects of Practice-Item Variety, Practice
Strategy and Training Mode on Performance in
a Rule-Finding Task.

Pub Date Apr 77

Note—37p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Freshmen, *Discovery
Learning, *Educational Research, Higher Educa-
tion, Learning, *Learning Processes, *Reten-
tion, *Teaching Methods, *Transfer of Training

In this study, which involved 87 freshman En-
glish students at Brigham Young University, the
variety of practice items and the strategy of Prac-
tice (convergent or divergent) were systemati-
cally varied, in order to assess their effects on a
rule-finding task. The task was presented in an
expository fashion, using both rules and practice,
and in a discovery format, using practice only.
Previous research indicates that the discovery
mode facilitates transfer, but not retention, of
knowledge. Conversely, it has been found that
the expository mode facilitates retention but im-
pedes transfer. Data collected in this study reveal
that the amount and type of rule divergence, not
the mode of presentation, are the crucial factors
in Producing transfer of learning. Thus, the ex-
pository mode of presentation can be just as ef-
fective in producing transfer learning as is the
discovery mode, if divergence in the Practice
strategy is provided. Likewise, the performance
levels attained with both modes of presentation
are greatly reduced if the degree of practice-
strategy divergence is restricted. (Author/KS)

ED 140 351 CS 203 507

Verner, Zenobia Brown Bauer, Mary Beth

A Study of Needs for Possible Inservice Education
Programs as Expressed by Secondary English
Teachers and as Perceived by Their Administra-
tors.

Pub Date 77

Note—7p.; Report prepared at University of
Houston

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, Educa-
tional Diagnosis, *Educational Needs, *English
Instruction, *Inservice Teacher Education,
Secondary Education, *Secondary School
Teachers, *State Surveys
Identifiers—Texas

A statewide survey of Texas secondary school
English teachers and their administrators was
conducted to identify in-service needs expressed
by teachers and perceived by administrators.
Questionnaires were mailed to randomly selected
teachers, principals, and central-office administra-
tive personnel. An analysis of the responses in-
dicated that the five items ranked as greatest in-
service needs were the following: (1) providing
for the disabled reader in the classroom; (2) in-
dividualizing instruction; (3) providing en-
richment activities for the superior student; (4)
providing a fused program which incorporates
oral language, literature, composition, listening,
and reading skills; and (5) providing instruction
which would help students to develop better oral
and written communication skills. Other items for
which respondents indicated a positive need,
although they were not ranked in the first five
items by the majority of respondents, included
diagnosing student needs and developing student
creativity. (GW)

ED 140 352 CS 203 508

Verner, Zenobia Brown Willis, Bettie

Basic Interaction: An Experiment in Improving Its
Quality and Quantity.

Pub Date 77

Note—11p.; Report prepared at Univ. of Houston
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication Skills, *Educational
Research, Elementary Secondary Education,
*Instructional Materials, Language Arts, *Lang-
uage Skills, *Newspapers, Skill Development,
*Teaching Techniques, *Verbal Communica-
tion

The purpose of this study was to investigate the
use of the newspaper as instructional material to
promote classroom verbal interaction. Eight ex-
perimental classes (two each of tenth-grade En-
glish, sixth-grade reading and algebra, and eleventh-grade American history) used the
newspaper for one week as an instructional tool

to reach previously established instructional objectives. Four control classes (one each of the same subjects) did not use the newspaper. Significant changes in amount and quality of students' talk occurred in the experimental classes. (Author/KS)

ED 140 353 CS 203 511
Bloom, Lynn Z.

Including a Concentration in Composition in the Traditional English Ph.D. Program.

Pub Date Apr 77

Note—9p.; Paper presented at the Annual Meeting of the College Conference on Composition and Communication (Kansas City, Missouri, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition (Literary), *Doctoral Programs, *Employment Qualifications, *English Curriculum, English Education, *English Instruction, English Programs, *Graduate Study, Higher Education, Linguistics, Masters Degrees, Rhetoric

This paper points out that students who earn a Ph.D. in English in a conventional literary curriculum are often totally ignorant of linguistics, rhetoric, and current research in the teaching and learning of composition. Yet such knowledge is invaluable for many reasons. Graduate students can become more accurate critics of their own writing, if they can make use of some of the tools of linguistic or rhetorical analysis. They can become more skillful literary critics and better teachers of both literature and writing. Furthermore, fully one-half of the teaching jobs currently available at the college level include the teaching of composition; therefore, at least one-half of the English doctoral students who plan to teach in four-year colleges and universities ought to have some formal instruction in composition. The paper lists the aims of a graduate concentration in composition, both for M.A. and Ph.D. candidates, and makes a few general suggestions for curriculum requirements for a minor or major in composition. Finally, the paper examines ways in which staffing can be provided for such programs and discusses other resources which the programs might draw on. (GW)

ED 140 354 CS 203 513
Wixon, Vincent Stone, Patty

Getting It Out, Getting It Down: Adapting Zoellner's Talk-Write.

Pub Date Mar 77

Note—11p.; Paper presented at the Annual National Council of Teachers of English Secondary School English Conference (5th, Seattle, Washington, March 11-12, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication Skills, *Composition Skills (Literary), Elementary Secondary Education, English Instruction, Higher Education, *Operant Conditioning, *Peer Teaching, *Questioning Techniques, *Speech Communication, *Verbal Communication

The Talk-Write method of teaching college composition, developed by Robert Zoellner, can be adapted for use in secondary and upper elementary classrooms. The method, which focuses on the process of writing, involves teaming students in pairs. One student then talks out a composition, sentence by sentence, while the partner asks questions to draw out the talker/writer and to clarify confusing points of the narrative. The developing composition is written on the chalkboard or on a large piece of paper taped to the wall. When the composition is complete, the teammates exchange roles as talker/writer and questioner. During the process, students can walk around the room, viewing and commenting on each other's work. The effectiveness of the Talk-Write method is due to its employment of the principles of operant conditioning: concentration is on the student, rather than on the paper; the behavior leading to the final desired result is constantly reinforced; the talking student freely supplies the initial material for the learning sequence; the writer gets immediate help and reinforcement; there is a high frequency of response; there are numerous intermediate steps leading to the final specification; and the assigned task is brief. (GW)

ED 140 355 CS 203 515
Wolter, Daniel R. Lamberg, Walter J.

Research on the Effect of Feedback on Writing: Review and Implications.

Pub Date [76]

Note—15p.; Report prepared at University of Texas at Austin

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition (Literary), *Educational Research, Elementary Secondary Education, *English Instruction, *Feedback, Higher Education, *Literature Reviews, Peer Evaluation, *Research Needs, Teacher Response

In research in the teaching of writing, feedback—information about a performance which influences future performance—appears often to be a factor, but it is rarely adequately described, defined, or controlled. The first section of this paper identifies possibly important aspects of feedback as it relates to the teaching of writing. Feedback may be categorized as abstract or specific, as positive, negative, or corrective, and as task related to task unrelated. The amount of feedback given may be important, as may be the conditions by which feedback is provided and the source from which it comes (teacher or peer). In the second section, the authors review the research on feedback, noting that relatively few aspects of feedback have been investigated and that, except for a few studies, no attempts have been made to control for and to compare the relative effects of particular aspects of feedback. The final section of the paper presents implications of the research and points out the need for further research which controls strictly for a limited number of aspects of feedback. (GW)

ED 140 356 CS 203 516
Verner, Zenobia Brown Conley, Houston

Implementing English Programs in Alternative Schools.

Pub Date 76

Note—8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, Illinois, November 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alternative Schools, Basic Skills, Curriculum Planning, Elementary Secondary Education, English Instruction, *English Programs, Humanistic Education, Individualized Instruction, *Program Development, *Program Evaluation, *School Surveys

The purpose of this study was to survey alternative schools to determine what their English programs are like, what kinds of problems and successes have been encountered by their English teachers, and what suggestions they have for others who encounter similar problems. Questionnaires were sent to administrators and English teachers in a number of alternative schools selected at random. Analysis of the findings indicated that respondents perceive their English programs as being in line with current educational trends toward individualized, yet humanistic, education, with emphasis on the development of skills. Respondents reported problems involving development, selection, or procurement of materials, recruitment of appropriate teachers, and skills development. Suggestions for meeting such problems emphasized a need for planning and preparation time. Many respondents attributed their successes to the cooperation of administrators, teachers, and students, who work in a Program to which they are firmly committed. These respondents recommend that schools implementing new English programs provide systematic programs of staff development and curriculum development. (GW)

ED 140 357 CS 203 518
Tanner, Linda R.

Some Constraints on the Word Frequency Effect in Written Discourse.

Pub Date 76

Note—22p.; Report prepared at University of Minnesota

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Content Analysis, Grade 6, Intermediate Grades, *Reading Comprehension, *Reading Research, *Sex Differences, Teaching Techniques, *Vocabulary, *Word Frequency

This study investigates the effect of word frequency on reading comprehension, in relation to type of content, vocabulary instruction method, student sex, and question type. Subjects, 120 sixth-grade readers, responded to three types of comprehension questions after reading two types of stories. Each subject had previously received one of three vocabulary treatments. Analysis of variance revealed that, while alteration of word frequency did not affect comprehen-

sion, alteration of question and content type did significantly affect comprehension. Question type and content type were found to interact with each other and with other factors, indicating the need for controlling these two factors in subsequent comprehension research. (Author/KS)

ED 140 358 CS 501 653
Darsey, James

Escalation of Agitative Rhetoric: A Case Study of Mattachine Midwest, 1967-1970.

Pub Date 77

Note—25p.; Paper presented at the Annual Meeting of the Central States Speech Association (Southfield, Michigan, April 1977); Best Copy Available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case Studies, *Civil Rights, *Communication (Thought Transfer), *Homosexuality, Minority Groups, *Rhetoric, *Social Action, Speech Communication

This paper examines the adequacy of Bowers and Ochs' theory of social movements as applied to the escalating agitative strategies of a dissident group, the homosexual-rights organization Mattachine Midwest. The group's activities are described chronologically, in terms of the strategies employed: petition, promulgation, polarization, solidification, politicization, coalition, non-violent resistance, and escalation/confrontation. This sequence is compared to the Bowers and Ochs schema, which is found to remain largely intact. Two of the strategies, politicization and coalition, were not part of the original schema. Limitations and advantages of the Bowers and Ochs' approach are discussed in the light of the results of the case study. (AA)

ED 140 359 CS 501 656
Goldhaber, Gerald M. And Others

The Image of the Candidates: A Communication Analysis of the Ford/Carter Debates I, II, and III.

Pub Date Apr 77

Note—71p.; Paper presented at the Kinesics Conference, Fairleigh Dickinson University, April 1977

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Body Language, Comparative Analysis, *Debate, *Interaction Process Analysis, *Nonverbal Communication, *Public Speaking, Speech, *Speech Communication, Verbal Communication

Identifiers—*Presidential Debates
After 750 combined hours of analysis, the authors discovered major verbal and nonverbal communication differences between the candidates in the three Ford/Carter debates. The research was based on an analysis of 7,378 specific nonverbal behaviors and on 955 verbal references found in the 30,852 word transcripts. The researchers found differences in eye gaze, mouth expression, shoulder and head movements, speech rate, nonfluencies, use of specific supporting materials, and character references, as well as differences in overall effectiveness and speaker credibility. The results suggest that Jimmy Carter projected several images throughout the debates. The nervous Carter in debate one became the aggressive, but often gentle, Carter of debate two and, finally, the cautious and again tense Carter of debate three. According to the analysis, Gerald Ford projected a steady and consistent, if somewhat slow and ponderous, image, an image of knowledge, competence, and strength, but hardly one of dynamism and warmth. Tables and figures are included. (LL)

ED 140 360 CS 501 702
Certo, Samuel C. Newgren, Kenneth E.

Interpersonal Skill Development: The Experiential Training Unit (ETU) and Transfer of Training.

Pub Date Apr 77

Note—11p.; Paper presented at the Annual Meeting of the Association for Business Simulation and Experiential Learning (4th, Wichita, Kansas, April 13-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication Skills, Higher Education, *Interpersonal Competence, *Learning Processes, Learning Theories, *Skill Development, *Training Techniques, *Transfer of Training

Identifiers—Certo Dougherty Model, *Experiential Training Unit

This paper proposes that interpersonal skills be developed through the use of a skill/subskill

strategy which is effected by means of an Experiential Training Unit (ETU), or series of sequential training activities. Specifically, ETU training activities focus on the development of several skills: cognitive, transformation, activation, preliminary diagnostic, and advanced diagnostic. An exercise, "Manager as Helper," is described, in order to illustrate the application of these principles. Transfer-of-training principles are described, which will increase the effectiveness of design and administration of ETUs. In addition, a diagrammatic illustration compares the sequencing of learning activities in this paradigm, the Certo-Dougherty experiential learning model, with the sequencing of activities in the Kolb experiential learning model. (KS)

ED 140 361 CS 501 715

Scott, Michael Wheelless, Lawrence

An Exploratory Investigation of the Relationships of Three Types of Communication Apprehension to Student Attitudes, Levels of Satisfaction, and Achievement.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, College Students, *Communication Skills, Discussion (Teaching Technique), Educational Research, *Fear, Higher Education, *Interpersonal Competence, Interpersonal Relationship, *Speech Communication, *Student Attitudes, *Teaching Techniques, Verbal Communication

Identifiers—*Communication Apprehension

This investigation sought to assess the relationship of oral, receiver, and written communication apprehension to students' attitudes and levels of satisfaction with various instructional strategies in interpersonal communication courses, to assess the relationships between these types of communication apprehension and student achievement, and to develop models concerning which instructional strategies produced more favorable attitudes, greater satisfaction, and better achievement for various categorical combinations of apprehension levels. Complete data were gathered from 194 students in a university-level communication course. Among the results were the findings that for most people, oral, written, and receiver apprehension were not additive and that seeking to determine the best instructional strategies for various categorical combinations of the three types of apprehension appeared to be of minimal importance. Rather, high levels of apprehension of any of the three types pointed to in-class discussion as a poor instructional strategy in terms of attitudes and satisfaction. Results were interpreted as indicating that treatment of the apprehension itself would be the most direct and effective instructional strategy for communication teachers. (Author/AA)

ED 140 362 CS 501 717

Feliciano, Gloria D.

An Overview of Communication Research in Asia: Status, Problems and Needs. Papers of the East-West Communication Institute No. 6.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Jun 73

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Asian Studies, *Communications, *Media Research, *Research Needs, *Research Problems, Research Utilization

Identifiers—*Communication Research

This paper provides a comprehensive overview of the "state of the art" of communication research in Asia. An analysis of the problems of communication research reveals that growth in the field is slow, due to such factors as lack of professionally trained researchers, absence of financial, human, and physical facilities to support research programs, and delayed recognition of the value of communication research, by public and private sectors and by the mass media themselves. Examination of three areas of research—media infrastructure studies, studies of communicators and receivers of messages, and developmental-type studies—indicates that too much emphasis has been placed on audience studies and that the developmental problem area has been neglected. Poor methodology, poorly written reports, and poor dissemination of findings compound the problems in studies conducted. It is suggested that priorities be reorganized to

focus future research on interdisciplinary work of both national and multinational scopes. In addition, it is recommended that attention be directed toward developmental problems, so that research findings can be used in accelerating the urbanization and modernization of the Asian region. (KS)

ED 140 363 CS 501 718

Going on the Stage: A Report to the Calouste Gulbenkian Foundation on Professional Training for Drama.

Calouste Gulbenkian Foundation, Lisbon (Portugal).

Pub Date 75

Note—97p.; Prepared by the United Kingdom and British Commonwealth Branch of the Foundation

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Acting, *Drama, *Employment Opportunities, Employment Statistics, Post Secondary Education, *Professional Training, *Theater Arts, *Vocational Education, Vocational Schools

Identifiers—*England

In 1974, a committee was established to explore various facets of professional drama training in Britain. This report of the committee to the sponsoring foundation includes information on background and on apparent trends in employment available for people involved in theatre and allied fields; it describes the existing system of drama training; it discusses the need for drama training, what drama training should entail, and the problems and difficulties in present training; it considers the various choices open to drama schools, to the profession, and to public bodies; and it presents recommendations. Appendixes include lists of those who gave evidence to the committee, graduate employment statistics, a list of drama training institutions, and information on financing. (JM)

ED 140 364 CS 501 720

Anderson, James A. Ploghoft, Milton E.

Television Receivership Skills: The New Social Literacy.

Pub Date 77

Note—25p.; Paper presented at the Annual Meeting of the International Communication Association (Berlin, May 29-June 4, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, Childrens Television, Elementary Secondary Education, *Learning Modules, Literature Reviews, Programming (Broadcast), *Teaching Techniques, *Television, *Television Research, *Television Viewing, *Visual Literacy

The literature relating television viewing to the cognitive, social, moral, and behavioral development of children can be divided into three general areas: investigations of the relationship between televised violence and aggressive behavior, studies of television as an agent of consumer socialization, and examinations of the role of television as a behavioral model. This paper provides a review of research in each of these areas and suggests that the development of children's critical awareness of the dynamics of television programming is essential. Goals for analyzing the nature and uses of television in the United States, for evaluating entertainment programming, commercials, and news, and for establishing awareness of personal uses of television and awareness of value conflicts implicit in the medium are summarized. The five curricular modules which have been extrapolated from these goals suggest, among other techniques, keeping a personal diary of viewing habits, investigating the role of news and documentary programming, and analyzing the values presented in entertainment programming. (KS)

ED 140 365 CS 501 721

Coger, Leslie Irene

Interpreters Theatre: Theatre of the Word.

Pub Date Apr 77

Note—7p.; Paper presented at the Annual Meeting of the Central States Speech Association (Southfield, Michigan, April 14-16, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Creative Dramatics, *Drama, Elementary Secondary Education, Higher Education, *Interpretive Reading, *Readers Theater, *Theater Arts

Identifiers—*Interpreters Theater

Interpreters theatre is proliferating on college campuses, has been made a national forensic ac-

tivity for schools, has been the topic for recent workshops in the elementary grades, and is being used by the professional theatre to fill a large gap caused by the need for new written material and by competition from films. This paper explores the reasons for this widely expanded interest in interpreters theatre during the past 15 years, discusses the key roles played in interpreters theatre by imagination and words, and describes several recent, successful interpreters theatre presentations on Broadway. (JM)

ED 140 366 CS 501 723

Goldman, Steven

Effects of the First 1976 Presidential Debate on Candidate's Images.

Pub Date Apr 77

Note—12p.; Paper presented at the Annual Meeting of the Central States Speech Association (Southfield, Michigan, April 14-16, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, *Debate, Elections, *Political Issues, *Politics, *Public Opinion, Television Research, *Television Viewing, Voting

Identifiers—Audience Response, *Presidential Debates

This study investigated what changes in the television-personality and presidential images of the candidates would occur among first-time young voters due to the first presidential debate. Subjects, 116 18- or 19-year-old students at Purdue University, completed semantic differential forms, before and after the debate, which rated the concepts of ideal president, Ford as president, Carter as president, Ford as a television performer, and Carter as a television performer. About half the subjects were assigned to watch the debate, while the other students were free to watch as much or as little as they wished. Findings show that the candidates' television-image ratings showed the most change; following the debate, Ford's ratings moved closer to the ideal and Carter's moved farther away, and both candidates were rated as having much less warmth. The greatest differences between Ford and Carter on presidential image occurred on the wise, experienced, fair, calm, and liberal scales, with Carter perceived more negatively (except for liberal, which depended on the political views of the respondent for positive or negative weight). (JM)

ED 140 367 CS 501 724

Parks, Carl L.

"Sunshine" in Michigan.

Freedom of Information Center, Columbia, Mo.

Report No.—FOI-370

Pub Date Apr 77

Note—16p.; Footnotes may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Censorship, Court Litigation, *Freedom of Speech, Information Utilization, Laws, *Legal Problems, *Meetings, *Public Policy

Identifiers—*Freedom of Information, Michigan

This report examines the rationale for opening deliberative processes to the public and discusses, specifically, the Michigan open-meetings law. The following topics are addressed: the definition of public business; the components of a free press; the relationship between open meetings, community expertise, and civic consciousness; and protection against wrongdoing, fraud, and misrepresentation. In addition, the conflict between the right to know and the right to privacy, secrecy and the public welfare, and governmental secrecy in general are discussed. Analysis of the Michigan law of 1976 includes treatment of the historical underpinnings of the law, as well as discussion of relevant case law and media response. It is concluded that the actual application of the Michigan open-meetings law can bring about greater access to public deliberations. In the face of ever-changing case law, however, it is evident that the open-meetings law is not without exception. (KS)

ED 140 368 CS 501 725

Sprinkle, J. Michael

The Problems of Using Public Rhetoric to Reveal Private Philosophy: An Analysis of Richard Weaver on the Arguments from Circumstance and Definition.

Pub Date Dec 76

Note—38p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Moral Values, *Personal Values, *Persuasive Discourse, Philosophy, *Rhetoric, *Verbal Communication
Identifiers—Weaver (Richard M)

Among the many philosophic insights offered by Richard M. Weaver, rhetorical scholars have perhaps been most intrigued by his establishment of circumstance and definition as morally dichotomous sources of argument. Challenging Weaver's assumption that the identification of a rhetor's fact or genus preferences supplies necessary insights into the speaker's philosophy, this essay proposes further tests for a value-based criticism of argument. Rhetorical critics should judge (1) the morality of the rhetor's terms, (2) the morality of his or her ordering of them, (3) the validity of their application, and (4) the underlying reasons which motivated their selection. (Author/AA)

ED 140 369

CS 501 726

Taliaferro, Hugh

Management Listens to Its Own Speech.

Pub Date 77

Note—14p.; Paper presented at the Annual Meeting of the Eastern Communication Association (68th, New York, New York, March 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Business Communication, Communication (Thought Transfer), Communication Problems, *Communication Skills, *Management Education, Post Secondary Education, *Publicize, *Speech Skills, *Training

Interest in the phenomenon of oral communication is rapidly growing in organizations which range in size from giant corporations to small companies. This discussion focuses on practices in and attitudes toward speech training in the advertising industry. Information was gleaned from interviews with the executives of the 25 largest advertising agencies in American—most of those questioned were directors of personnel. A majority of this group felt that the quality of speech and communication skills had deteriorated over the past ten years and cited reasons such as the failure of schools to provide adequate training, increased television viewing, and so on. Among the factors contributing to executives' heightened concern for communication competence were recession in business, the rise of consumerism, the establishment of Affirmative Action hiring programs, and the electronic future. A number of training programs were used: periodic classes over a period of time, in-depth "crash" seminars which last two or three days, and commercial programs such as "Commuspond." A majority of the speech consultants involved in these programs also felt that change should be instituted in the teaching of speech in school. (KS)

ED 140 370

CS 501 727

Zachowski, Matt, Ed. Rothaus, Elyse, Ed.

Rights in Conflict: A Report on the Annual Conference of the National Coalition Against Censorship (2nd, New York City, February 16, 1977).

National Coalition Against Censorship, New York, N.Y.

Pub Date 16 Feb 77

Note—34p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Censorship, Communications, Conference Reports, *Freedom of Speech, Instructional Materials, *Legal Problems, Mass Media, Stereotypes

Identifiers—*National Coalition Against Censorship

This report details the proceedings of the second annual conference of the National Coalition Against Censorship, which was held in New York City on 16 February 1977. Among the events covered is a panel discussion of possible limitations on free speech, conducted by four experts in the field of communications (Peggy Charren, president of Action for Children's Television; Nat Hentoff, "Village Voice" columnist; John O'Connor, "New York Times" television critic; and Harriet Pilpel, communications lawyer). The results of group discussions which followed are summarized, as are two other sessions: the purpose and role of the National Coalition Against

Censorship and arguments for regulation of "reverse censorship," a covert form of sex, race, and ethnic stereotyping. Finally, the outcome of a plenary discussion is described and a list of conference participants is given. (KS)

ED 140 371

CS 501 732

Eadie, William F.

Training Undergraduates in Organizational Communication.

Pub Date 77

Note—16p.; Paper presented at the Annual Meeting of the International Communication Association (West Berlin, Germany, May 30-June 4, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Exploration, College Curriculum, *Educational Needs, Educational Theories, Higher Education, *Organizational Communication, *Speech Communication, *Training Objectives, Undergraduate Study

Recently, there has been a growing interest in career education in the speech communication field. Parallel development of interest in organizational communication has provided the impetus for the institution of curricula to train students to perform the role of organizational-communication specialist. This paper outlines the elements of training that should be provided to undergraduate students of organizational communication. Specifically, the student should be able to display a broad-based conceptual understanding of communication as an event and a process, should demonstrate proficiency in interpersonal communication skills, and should be able to integrate specialized knowledge of communication theory and skills with a general body of knowledge and to apply this integrated knowledge in organizational settings. In general, undergraduate training in organizational communication can be a means of providing career-directed options without sacrificing the liberal orientation that such a curriculum has traditionally taken. (KS)

ED 140 372

CS 501 733

Berryman, Cynthia L.

A Process Approach to Public Speaking: The Use of Exercises and Games.

Pub Date 76

Note—16p.; Report prepared at Bowling Green State University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classroom Games, Higher Education, *Learning Activities, Process Education, *Public Speaking, *Speech Communication, *Speeches, Teaching Techniques

The use of exercises and games in teaching the process of public speaking provides a novel and effective approach for teacher and student. This paper justifies a process orientation to public-speaking instruction and offers practical exercises, games, and activities for teaching the major rhetorical aspects involved in the process of public speaking. These aspects include the following: surveying audience values, dealing with a range of audience interests and concerns, examining a speech proposition, presenting unbiased primary-source evidence, incorporating relevant convincing evidence, organizing ideas, creating an attention-getting introduction, arranging ideas according to a specified format, including effective transitions between ideas, outlining ideas in a logical order, realizing the wide range of positions possible on an issue, using emotional appeals for persuasion, inducing an audience to engage in counter-attitudinal advocacy, recognizing forms of communication other than a public speech for persuasive appeals, analyzing language, dramatizing an experience, using sincere facial expressions and gestures, and accepting anxiety and nervousness as common feelings. (JM)

ED 140 373

CS 501 734

Hirschfeld-Medalia, Adeline

Creating Documentary Theatre as Educational Process.

Pub Date Apr 77

Note—13p.; Paper presented at the Annual Meeting of the Central States Speech Association (Southfield, Michigan, April 14-16, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American History, American Literature, *Documentaries, *Drama, *Dramatics, Higher Education, *Learning Activities, Primary Sources, *Projects, *Theater Arts

With the celebration of the United States bicentennial as impetus, university students and

faculty attempted several approaches to the creation of a touring documentary production composed almost completely from primary sources. This paper describes the process involved in producing a traveling show which featured groups relatively excluded from historical study, such as common soldiers, loyalists, women, American Indians, and Blacks. Except for an opening song and a few transitional statements, the final script consisted entirely of dialogue and music drawn directly from documents of the revolutionary period between the years 1758 and 1784. The paper also discusses problems which arose and the educational benefits which resulted. (JM)

ED 140 374

CS 501 735

Hall, Robert N., Ed.

Directory of Graduate Programs in the Speech Communication Arts and Sciences, 1977-1978.

Speech Communication Association, Falls Church, Va.

Pub Date 76

Note—292p.

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$5.00 member, \$6.20 non-member)

Document Not Available from EDRS.

Descriptors—Admission Criteria, Degree Requirements, *Directories, *Doctoral Programs, *Graduate Study, Higher Education, *Masters Degrees, Program Descriptions, *Speech Communication, Student Financial Aid, Tuition

The primary function of this directory is to serve prospective graduate students, teachers, administrators, and counselors who desire current information about graduate programs in speech communication. The 288 departmental listings, which are arranged by state, have been edited to achieve uniformity in the information presented. Information is provided in the following areas: administrative head of department or school, degrees offered, number of full-time faculty and number of faculty holding a doctorate, number of students in masters and doctoral programs, number of degrees granted in 1975-1976, admission requirements, academic calendar, tuition and fee charges, kinds of financial-aid appointments available, total number of financial-aid appointments made for 1976-1977 and anticipated for 1977-1978, range of financial aid available, areas of graduate concentration offered, foreign language and thesis requirements, address for applying for graduate study, deadlines for applying for admission and for financial aid, and special features of the graduate program. (GW)

ED 140 375

CS 501 746

Goldhaber, Gerald M. And Others

ICA Communication Audit Survey Instrument: 1977 Organizational Norms.

Pub Date 77

Note—62p.; Paper presented at the Annual Meeting of the International Communication Association (27th, Berlin, Germany, June 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Communication Problems, Information Theory, *Measurement Techniques, *Norms, *Organizational Communication, Surveys

Identifiers—*Communication Audits

Section one of this paper describes the history and development of the "communication audit," a system for assessing communication effectiveness in organizations, by the International Communication Association. Section two describes the 16 audits conducted so far and the overall demographic characteristics of the current survey data bank. Part three presents the current norms for the survey and major conclusions about organizational communication derived from these norms. Part four analyzes these norms by both organizational type and major demographic variables, providing evidence to test theories about organizational communication. Extensive tables are included. (AA)

ED 140 376

CS 501 753

Johannessen, Richard L., Ed. Farrell, Thomas, Ed.

Accountability and Responsibility in Governmental-Political Communication: A Selected Annotated Bibliography.

Pub Date 77

Note—10p.; Prepared by the Speech Communication Association Committee on Accountability and Responsibility in Governmental Communication

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Accountability, *Annotated Bibliographies, *Communication (Thought Transfer), *Communications, *Ethics, *Federal Government, *Political Power, *Politics, *Presidents, *Propaganda, *Social Responsibility

This bibliography lists 40 books and 18 periodical articles, published between 1954 and 1976, which deal with accountability and responsibility in governmental-political communication. Most of the works were written after 1970. The topics covered include: ethically suspect communication practices of the federal government, both prior to and during the Watergate era; ethics and techniques of political campaigning; research in political communication; presidential power and accountability; the ethics and control of propaganda; the philosophy of communication; and the communications structure in contemporary America. (GW)

ED 140 377

CS 501 754

Emmert, Philip, Ed. Miller, Keith A., Ed. *Communication and Growth Promoting Behavior*. Wyoming Univ., Laramie.

Pub Date 76

Note—185p.

Journal Cit—Wyoming Publication; v40 Entire Issue 1976

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Behavioral Science Research, *Communication (Thought Transfer), *Communication Skills, *Conference Reports, *Individual Development, *Interaction, *Interpersonal Competence, *Personal Growth, *Social Behavior

The papers collected in this volume were originally presented at a conference, funded by the University of Wyoming humanities program, designed to stimulate discussion of the issues surrounding the role of communication in establishing healthy human interaction. Section one contains the major position paper of the conference: John Stewart's "Where Are Our Roots? Crucial Questions in the Application of Growth-Promoting Communication in the Dyadic Setting." John Keltner and Lyle L. Miller offer responses to Stewart's commentary. Section two includes discussion of critical questions in the application of growth-promoting communication in the group setting, by Bobby Patton, Raymond Tucker and Roger Wimmer, and William C. Donaghy. Crisis communication and growth-promoting behavior is discussed by William E. Arnold, William D. Brooks, and Hugh McGinley in section three. Section four offers analysis of the present state of research and research directions in the area, by Larry L. Barker and Loretta A. Malandro, Carl E. Larson, and Patrick J. McDermott. An overview of the implications of the topics discussed completes the volume. (KS)

ED 140 378

CS 501 755

Lukens, Janet G.

Ethnocentric Speech: Its Nature and Implications. Pub Date Apr 76

Note—29p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 13-17, 1976); Background of document is dark

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Distance, *Ethnocentrism, *Inter-group Relations, *Interpersonal Relationship, *Language Research, *Language Variation, *Literature Reviews, *Social Relations, *Sociolinguistics

Many linguists and sociolinguists are interested in the relationship between ethnocentrism and language and in how the desire of ethnic groups to maintain their cultural distinctiveness influences linguistic variation. This paper suggests diverse ways in which ethnocentrism and the desire to increase social distance may be realized on several linguistic levels. Specifically, it is suggested that different intensities of ethnocentrism and the extent to which one desires to increase social distance are realized by different types of variation in phonology, syntax, semantics, discourse structure, and idiomatic expression. The various types of linguistic diversity, as influenced by different degrees of ethnocentrism, are discussed in relation to three communicative distances: indifference, avoidance, and disparagement. (Author/AA)

ED 140 379

CS 501 757

Stern, David A., Ed.

Focus: Secondary Speech Education.

Kansas Speech Communication Association.

Pub Date 77

Note—51p.

Journal Cit—Kansas Speech Communication Journal; v38 n2 Entire Issue Winter 1977

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Cocurricular Activities, *Communication Skills, Debate, Degree Requirements, *Interpersonal Competence, *Job Placement, Secondary Education, *Speech Communication, *Speech Education, Surveys, *Teacher Education, *Teaching Techniques

Five articles deal with concerns of teachers in the field of secondary speech education. The first article reports the responses of 84 speech education graduates to a questionnaire concerning their success in finding teaching jobs and their recommendations for course work for current speech education majors. Other articles discuss ways of helping students learn to function as speech communication critics, methods for teaching interpersonal communication in the secondary classroom, and suggested prerequisites for the high school speech and debate coach. The final article presents the results of a study that provides evidence that participation in certain high school extracurricular speech activities may be beneficial to students in fulfilling university-level communications requirements. Other features of this journal include "News and Notes" from individual districts of the Kansas Speech Communication Association, classroom tips for teachers, "Footnotes and Feedback" from readers, and a reproduction of the constitution of the Kansas Speech Communication Association. (GW)

ED 140 380

CS 501 764

Sirigiovanni, George

The Buckley Amendment.

Freedom of Information Center, Columbia, Mo.

Report No.—FOI-373

Pub Date Jun 77

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Civil Liberties, *Constitutional Law, *Court Litigation, Elementary Secondary Education, Higher Education, Information Utilization, *Laws, *Student Rights

Identifiers—*Buckley Amendment, *Freedom of Information

This report discusses the passage and implications of the 1974 Buckley Amendment, which completely reversed policy on disclosure of school records. Two features are central to the amendment: the student may inspect nearly every school record that concerns him or her, and the school is prohibited from divulging most aspects of a student's record to anyone without acquiring parental permission. Special attention is given to initial reaction to the law; to the problem caused by the amendment, concerning recommendation letters; and to interpretation of the wording of the bill. Student response to the legislation, regulations concerning the Buckley Amendment, and the outcome of public hearings are also examined. It is concluded that, although potential pitfalls surround the bill, it still provides students with access that, only a few years before, would have been unthinkable. (KS)

EA

ED 140 381

95

EA 009 413

Dunn, Pierre

Management by Objectives. ACSA School Management Digest, Series 1, No. 6. ERIC/CEM Research Analysis Series, Number 33. Association of California School Administrators; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW). Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—33p.

Available from—Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 (\$1.75, members; \$2.75, non-members)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accountability, *Administrative Personnel, Administrator Evaluation, *Educa-

tional Administration, Elementary Secondary Education, Employer-Employee Relationship, Literature Reviews, *Management by Objectives, *Management Systems, Objectives, *Personnel Evaluation, Systems Approach

This review of the literature briefly outlines the history of management by objectives (MBO), describing the Madison, Wisconsin, school district's application of this systems approach to school management, as well as alternatives to the Madison MBO plan developed by other districts across the country. Although there are many variations of MBO and although there is some disagreement among writers in this area, all variations have four things in common: (1) MBO places the emphasis on results rather than on resources or the ways in which resources are utilized; (2) responsibility for achieving these results is shared jointly by the superior and his subordinate; (3) the establishment of this responsibility and the achievement of the results are both obtained through rigorous attention to specificity; and (4) shared responsibility and attention to specificity permit evaluation on the basis of performance, according to preset standards. (Author/DS)

ED 140 382

EA 009 495

Salary Report #2. Principals and Assistant Principals. Administrative Information Report.

National Association of Secondary School Principals, Reston, Va.

Pub Date May 77

Note—9p.; For related documents, see ED 119 290, ED 120 941, and EA 009 554

Available from—National Association of Secondary School Principals, Office of Professional Assistance, 1904 Association Drive, Reston, Virginia 22091 (\$0.50; orders of less than \$10 must be accompanied by payment)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Assistant Principals, Elementary Secondary Education, *National Surveys, *Principals, *Salaries, *Tables (Data), Trend Analysis

This report presents data on 1976-77 salaries paid to school principals and assistant principals in order to aid school officials in comparing salaries in their district with salaries in other districts of comparable enrollment size and per-pupil expenditure level. Data for the report were gathered through a survey of 1,060 public school districts throughout the United States. Section 1 presents mean and median figures for highest and lowest salaries paid, grouped into four categories according to school district enrollment. Section 2 presents mean and median figures for highest and lowest salaries paid, grouped into four categories according to per-pupil expenditure level. Section 3 presents comparative figures on the mean of highest salaries paid for the years 1974-75, 1975-76, and 1976-77, grouped into four categories according to school district enrollment. Within each section, data are presented separately for principals and assistant principals and are further separated into categories for elementary schools, junior high schools, and senior high schools. (JG)

ED 140 383

EA 009 515

Kowalski, Joan P. Sullivan

Voter Behavior and Campaign Strategies in School Finance Elections. Research Brief.

Educational Research Service, Arlington, Va.

Pub Date 77

Note—50p.

Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 (\$8.00)

Document Not Available from EDRS.

Descriptors—*Bibliographies, Bond Issues, *Educational Finance, *Educational Research, Elementary Secondary Education, Literature Reviews, *School Budget Elections, School Taxes, Socioeconomic Influences, *Trend Analysis, *Voting

This publication summarizes research findings and other data on school financial elections during the past decade in an attempt to provide school officials with a useful compilation of the available information. Major topics addressed in the report include 1) general trends regarding school financial elections in the 1960s and early 1970s, 2) public opinion about local schools and taxes, 3) educational research literature on voter behavior in school financial elections, and 4) campaign strategies that have proved beneficial

to school officials in school financial elections. Also included is a bibliography that lists 88 publications dealing with recent trends in school financial elections, voter behavior, or campaign strategies. (Author/JG)

ED 140 384 EA 009 517

Gorkom, Kris Van

Statutory Requirements of Teacher Contract Laws: A Comparison of the 50 States' Continuing Contract and Teacher Tenure Laws.

Washington State Legislature, Olympia. Senate.

Pub Date Dec 76

Note—243p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Contracts, Elementary Secondary Education, Employer Employee Relationship, *Job Tenure, *School Law, *State Legislation, *Teacher Employment

This publication summarizes and compares legal provisions covering teacher tenure and contracts for each of the 50 states. The report is organized in three sections. Section 1 presents a summary comparison of the provisions of Washington's teacher contract law with corresponding statutory requirements of the other 49 states. Section 2 identifies those states with legislation that addresses selected issues related to teacher contract laws. Section 3 summarizes teacher contract statutes on a state-by-state basis. Because the focus of the report is on statutes, those teacher contract requirements contained in administrative rules or regulations are not included. An effort was made, however, to include both statutory and regulatory requirements for each state in the subsection on "appeal procedures." (JG)

ED 140 385 EA 009 519

Concerning Student Publications, A Report and a Statement of Opinion. A Legal Memorandum.

National Association of Secondary School Principals, Reston, Va.

Pub Date Apr 77

Note—7p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.50, quantity discounts, payment must accompany orders of \$10.00 or less)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Board of Education Role, Constitutional Law, *Court Litigation, Elementary Secondary Education, Legal Responsibility, *School Law, School Newspapers, *Student Publications, *Student Rights

Identifiers—*Gambino v Fairfax County School Board

This publication discusses the legal responsibilities of school principals and school board members in regard to student publications, with particular attention to the recent federal district court decision in *Gambino v. Fairfax County School Board*. In the *Gambino* case, the court ruled that the school board could not prohibit a school newspaper from publishing information on student use of contraceptives, even though the district's policy on sex education excluded any material on contraceptive methods. The author discusses the implications of the *Gambino* decision for school officials and argues that it severely hampers the ability of school board members and school administrators to respond to community educational standards. He argues that students should not have greater freedom of expression than teachers, administrators, or school board members, and that the courts should not sit as some kind of super school board. (JG)

ED 140 386 EA 009 520

Questions Persist About Federal Support for Development of Curriculum Materials and Behavior Modification Techniques Used in Local Schools. A Report.

Comptroller General of the U.S., Washington, D.C.

Report No.—HRD-77-49

Pub Date 15 Apr 77

Note—94p.

Available from—U.S. General Accounting Office, Distribution Section, Room 4522, 441 G Street, N.W., Washington, D.C. 20548 (Order No. HRD-77-49; members of the press: college libraries, faculty members, and students; and non-profit organizations may receive up to 2 copies free of charge; requests for larger quantities should be accompanied by \$1.00 per copy and sent to U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Behavior Change, *Curriculum Development, Elementary Secondary Education, Federal Aid, *Federal Programs, *Information Dissemination, *Program Descriptions

Concern about curriculum materials and behavior modification techniques being used in local schools continue to be expressed by individuals, groups, and organizations. One concern is the belief that federal funding for development and dissemination of material and techniques is an encroachment on local curriculum decisions. Although existing laws, regulations, and procedures limit federal influence, questions persist about the proper federal role in such activities. This report identifies the major federal programs that fund the development and dissemination of curriculum materials and behavior modification techniques for use in local schools. Total federal funding of such activities could not be determined; however, indications of the extent and nature of federal activities are included. Much of the report consists of an extensive appendix that provides information on a program-by-program basis for the relevant federal programs administered by the Office of Education, National Institute of Education, National Institute of Mental Health, National Science Foundation, and National Endowment for the Humanities, respectively. (Author/JG)

ED 140 387 EA 009 521

Lieberman, Myron

Equity and Collective Bargaining in Education.

Pub Date 28 Feb 77

Note—21p.; Paper presented at the Annual Meeting of the American Association of School Administrators (109th, Las Vegas, Nevada, February 25-28, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Collective Bargaining, Elementary Secondary Education, Employer Employee Relationship, *Government Employees, *Industrial Relations, Political Power, *State Legislation, Teacher Strikes, Unions

The fact that public employees do not have particular rights accorded private employees may not be inequity if public employees enjoy benefits not shared by private employees. Public employees' political influence on public sector bargaining is probably the most important difference between the two sectors. Political activity pays the teacher larger dividends than it does the factory worker. Secondly, the public employer cannot avoid unionization by moving to another state. Thirdly, public employees are entitled to due process even in the absence of a collective agreement or statutory protection. Fourthly, public employees often have statutory benefits that must be bargained in the private sector. A major disadvantage of public employees relates to revenue raising and contract ratification procedures. The most glaring inequity, according to public sector unions, is the fact that most states prohibit strikes by public employees. Nevertheless, this inequity is more technical than practical. The differences between public and private bargaining are not all favorable to public employees, but most of them are, even though their practical importance varies from state to state. (Author/JG)

ED 140 388 EA 009 522

Regional Experts Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 25 February - 4 March 1974). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 74

Note—50p.; For related documents, see EA 009 523-524

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Conference Reports, *Developing Nations, *Educational Innovation, Educational Policy, Elementary Secondary Education, Post Secondary Education, Program Descriptions, *Program Development

Identifiers—*Asian Programme of Educ Innovation for Development

This publication reports on the Regional Experts Meeting on the Asian Programme of Educational Innovation for Development, which was held by UNESCO in Bangkok from February 25-March 4, 1974. Purpose of the meeting was 1) to examine and review the Asian Programme of Educational Innovation for Development (APEID) and the projects proposed for it, and 2) to review the progress made in implementing recommendations of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia, which was held in Singapore from May 31-June 7, 1971. This particular report focuses entirely on the Bangkok meeting's deliberations, conclusions, and recommendations on APEID; a separate report was prepared to deal with the followup of the Singapore conference. The appendix contains a copy of the Bangkok meeting's agenda, a list of meeting participants, a list of educational centers associated with APEID, and brief summaries of APEID projects. (JG)

ED 140 389 EA 009 523

Second Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Tokyo, 26-31 May 1975). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 75

Note—71p.; For related documents, see EA 009 522-524

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Conference Reports, *Curriculum Development, *Developing Nations, *Educational Administration, *Educational Innovation, Educational Policy, Elementary Secondary Education, Post Secondary Education, Program Descriptions, Program Development

Identifiers—*Asian Programme of Educ Innovation for Development

This publication reports on the Second Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development, which was held by UNESCO in Tokyo May 26-31, 1975. Purpose of the meeting was to review the progress of the Asian Programme of Educational Innovation for Development (APEID) since the 1974 meeting in Bangkok, and to examine the planned APEID program for the coming year. Major sections of the report briefly examine recent trends in educational development in Asia, review the progress of APEID since the Bangkok meeting, and present reports of the APEID working groups on Educational Management and Curriculum Development. The appendix contains a progress report on APEID from January 1974-May 1975 and separate progress reports on the selected APEID program areas of Educational Management and Curriculum Development. Also included is a copy of the Tokyo meeting's agenda, a list of meeting participants, and copies of the inaugural addresses presented at the meeting. (JG)

ED 140 390 EA 009 524

Third Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 19-24 January 1976). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 76

Note—58p.; For related documents, see EA 009 522-523

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Conference Reports, *Developing Nations, *Educational Innovation, Educational Policy, Elementary Secondary Education, Post Secondary Education, *Program Descriptions, *Program Evaluation

Identifiers—*Asian Programme of Educ Innovation for Development

This publication reports on the Third Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development, which was held by UNESCO in Bangkok January 19-24, 1976. Purpose of the meeting was to review the progress of the Asian Programme of Educational Innovation for Development (APEID) since the 1975 meeting in Tokyo and to consider future directions for APEID. The Bangkok Consultation

Meeting was preceded by a Special Task Force Meeting that examined in detail the various APEID programs and prepared a report of its findings and recommendations for consideration at the Consultation Meeting. The appendix contains a list of participants in the Special Task Force Meeting and a list of the documents and reference materials used by the Special Task Force in its evaluation of APEID. Also included is a copy of the Consultation Meeting's agenda, a list of Consultation Meeting participants, and copies of the inaugural addresses presented at the Consultation Meeting. (JG)

ED 140 391 EA 009 525
Inventory of Educational Innovations in Asia. Volumes I and II.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 76

Note—323p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Catalogs, *Developing Nations, *Educational Innovation, Educational Objectives, Elementary Secondary Education, *Program Descriptions, Program Development
Identifiers—Asian Programme of Educ Innovation for Development

This publication consists of two binders that contain 74 brief reports on innovative educational efforts underway in UNESCO member nations in Asia. It is intended primarily to aid those individuals who are engaged in planning and implementing innovative educational programs in developing nations. Individual program reports range from two to seven pages long and vary considerably in content depending on the nature of the program they describe. However, with few exceptions, each report includes a brief discussion of the program's background, a list of the program's objectives, a description of the program and its implementation, and the name and address of a contact person who can provide more detailed information on the program. Reports are included for programs from the nations of Thailand, Singapore, Sri Lanka, the Philippines, Nepal, India, Japan, Bangladesh, Pakistan, Iran, Malaysia, Indonesia, Korea, China, Afghanistan, and Australia. (JG)

ED 140 392 95 EA 009 532

Donaldson, Gordon A., Jr.

Education Vouchers in New Hampshire. An Attempt at Free Market Educational Reform.

Leinwand (C.M.) Associates, Inc., Newton, Mass. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Contract—B2C-5331

Note—196p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Case Studies, *Educational Finance, *Education Vouchers, Elementary Secondary Education, *Experimental Programs, Federal Programs, Federal State Relationship, Finance Reform, *Program Descriptions, Program Planning
Identifiers—National Institute of Education, *New Hampshire

This report presents a case history of federal and state efforts to encourage voluntary adoption of an experimental educational voucher program by a number of New Hampshire school districts in the mid-1970s. The author traces the path of the "unregulated voucher" concept from its birth in 1969 to its consideration and rejection by New Hampshire citizens in early 1976. The report includes a log of events related to the voucher effort from 1973 to 1976, detailed descriptions of important episodes, and summaries of the thinking behind major decisions and viewpoints. The report is organized in three major parts. Part 1 recounts the setting and major events of the New Hampshire voucher experience. Part 2 analyzes the major issues, decisions, and participant positions that surfaced during the program planning process. Part 3 examines the views of New Hampshire citizens and schoolpeople as the voucher program came to a vote, and presents a retrospective summary of responses to the entire effort to develop and implement an experimental voucher program. (Author/JG)

ED 140 393 95 EA 009 533

Weber, William M.

History of Education Vouchers in East Hartford Connecticut. The Parents' Choice Project: February 1975 - January 1976.

Leinwand (C.M.) Associates, Inc., Newton, Mass. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Contract—B2C-5331

Note—133p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Boards of Education, *Case Studies, *Educational Finance, *Education Vouchers, Elementary Secondary Education, *Experimental Programs, Federal Programs, Finance Reform, Parochial School Aid, *Program Descriptions

Identifiers—*Connecticut (East Hartford), National Institute of Education

This report chronicles the history of the East Hartford Connecticut Parents' Choice Project, the planning phase of a proposed education voucher program financed by the National Institute of Education (NIE), from February 1975 through January 1976. The report is based on the observations of an independent site historian, who attempted to be as unobtrusive in his observing and as nonjudgmental in his reporting as possible. A total of 41 site visits were made during the study. Chapter 1 introduces the report's main issues and events by examining the January 1976 vote by the East Hartford Board of Education to not pursue a five-year experimental voucher program. Chapter 2 discusses NIE's involvement in the Parents' Choice Project, and chapter 3 describes the participation of East Hartford's two parochial schools in the project. Chapter 4 examines in chronological order a series of major topics that affected the overall course of the Parents' Choice Project. (Author/JG)

ED 140 394 95 EA 009 535

Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Summary. Final Report.

Center for New Schools, Inc., Chicago, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No—BR-4-0768

Pub Date 15 Feb 77

Grant—NIE-G-74-0052

Note—46p.; For a related document, see EA 009 536

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Case Studies, Change Strategies, *Consultants, *Consultation Programs, *Educational Change, Elementary Secondary Education, *Organizations (Groups), Program Descriptions, *Technical Assistance

Identifiers—AFRAM Associates, Center for New Schools, Creative Teaching Workshop Experiential Systems, Institute for the Development of Educ Activities, Rural Education Program, United Bronx Parents

This publication summarizes a lengthy two-volume report that describes a study of six technical assistance groups (TAGs) that provide extended face-to-face help to teachers, administrators, parents, and/or students involved in attempts to improve local schools. The six groups chosen for study include AFRAM Associates, the Center for New Schools, Creative Teaching Workshop/Experiential Systems, Inc., the Institute for the Development of Educational Activities, the Rural Education Program, and United Bronx Parents. This summary report first presents an overview of the study, briefly summarizes major case study findings for each of the TAGs, and describes the comparative analysis of the six TAGs. In addition, it briefly examines the nature of educational change and discusses the study's implications for researchers, educational policymakers, and those engaged in providing technical assistance to school groups. (Author/JG)

ED 140 395 95 EA 009 536

Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Final Report. Volumes I and II.

Center for New Schools, Inc., Chicago, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No—BR-4-0768

Pub Date 15 Feb 77

Grant—NIE-G-74-0052

Note—1,018p.; Pages 451-452 of the original document are copyrighted and therefore not available. They are not included in the pagination. For a related document, see EA 009 535

EDRS Price MF-\$1.83 HC-\$54.25 Plus Postage.

Descriptors—*Case Studies, Change Strategies, *Consultants, *Consultation Programs, *Educational Change, Elementary Secondary Education, *Organizations (Groups), Program Descriptions, *Technical Assistance

Identifiers—AFRAM Associates, Center for New Schools, Creative Teaching Workshop Experiential Systems, Institute for the Development of Educ Activities, Rural Education Program, United Bronx Parents

This two-volume report describes the results of a study of six technical assistance groups (TAGs) that provide extended face-to-face help to teachers, administrators, parents, and/or students involved in attempts to improve local schools. The six groups chosen for study include AFRAM Associates, the Center for New Schools, Creative Teaching Workshop/Experiential Systems, Inc., the Institute for the Development of Educational Activities, the Rural Education Program, and United Bronx Parents. The study employed qualitative research methods of participant observation, interviewing, and document analysis to understand the internal functioning of each group, to document patterns in their assistance efforts, and to analyze the effectiveness of various assistance strategies and tactics in given circumstances. The report includes case studies of the six TAGs and also presents a comparative analysis of the TAGs, with a focus on identifying "critical activities" associated with effective functioning of the groups and with the delivery of effective technical assistance services. Volume 1 includes an overview of the study and individual case studies of the six TAGs. Volume 2 includes a comparative analysis of the TAGs, a discussion of the study's implications, and various appendices. (Author/JG)

ED 140 396 EA 009 540

Rideout, E. Brock And Others

Meeting Problems of Declining Enrolment. Educational, Social, and Financial Implications to School Boards of Declining Enrollments.

Ontario Dept. of Education, Toronto.

Pub Date 75

Note—104p.

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$2.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Board of Education Policy, *Case Studies, *Declining Enrollment, Educational Facilities, Educational Finance, Elementary Secondary Education, Enrollment, Enrollment Trends, *Guidelines, *Literature Reviews, *School Closing

Identifiers—Ontario

This report presents the results of a research effort that investigated the educational, social, and financial implications of declining school enrollments. Although the study focused on the Canadian province of Ontario, most of the report will be useful to school officials in other areas as well. Chapter 1 presents the background for the study by briefly discussing demographic and school enrollment trends for Ontario. Chapter 2, which makes up most of the report, presents nine case studies that illustrate different situations where a school board attempted to close a school in response to declining enrollment. Chapter 3 offers guidelines for school boards to follow in deciding whether or not to close a school, based on an analysis of the nine cases as well as other studies on declining enrollment. Chapter 4 reviews some of the research literature on declining school enrollments, with particular attention to the topics of enrollment trends, school size, costs, program planning and administration, and utilization of school facilities. (JG)

ED 140 397 EA 009 541

Ryan, Doris W. Greenfield, T. Barr

Clarifying the Class Size Question. Evaluation and Synthesis of Studies Related to the Effects of Class Size, Pupil-Adult, and Pupil-Teacher Ratios.

Ontario Dept. of Education, Toronto.

Pub Date 76

Note—229p.

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Class Size, *Conference Reports, *Educational Research, Elementary Secondary Education, *Research Methodology, Student Teacher Ratio

This publication presents the proceedings of a seminar on class size research that was held in May 1975 at the Ontario Institute for Studies in Education. Most of the publication consists of papers presented at the seminar and reactions to those papers by other conference participants. Also included is a summary of remarks made during the panel discussion that concluded the seminar. The individual papers include "Towards a Framework for Research on the Class Size Question," by T. Barr Greenfield; "Rethinking Research on the Class Size Question," by Doris W. Ryan; "Comment on the Framework Proposed by Ryan and Greenfield," by Erwin Miklos; "How Are We Gonna Keep the Customer Buyin', Ryan? or Ontario's Green Field of Class Size Research," by Donald Erickson; "Comment on the Class Size Question," by Henry Acland; "Establishing an Information Base for the Study of Class Size," by Richard Wolfe; "Descriptive Interpretive Research: Unstructured Participant Observational Techniques in Educational Research," by W. Gordon West; "Class Size—Decisional Determinants," by Thomas Williams; "Research on Class Size: An Analytical Study," by E. N. Wright; "Large Scale Studies of School Effects," by Leslie McLean; and "Can Class Size Make a Difference?" by Carl Bereiter. (JG)

ED 140 398 EA 009 542

Anthony, Robert F. K. And Others
Sick Leave Gratuities and Resultant Liabilities.

Ontario Dept. of Education, Toronto.

Pub Date 76

Note—87p.

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$2.00)

Document Not Available from EDRS.

Descriptors—Board of Education Policy, *Case Studies, *Educational Finance, Elementary Secondary Education, Employer Employee Relationship, *Fringe Benefits, *Leave of Absence, Personnel Policy, School Personnel, *State Surveys, Statistical Analysis, *Tables (Data)

Identifiers—*Ontario

This report presents the results of a study of the financial implications for school boards of sick leave gratuities and resultant liabilities. Although the study focused specifically on the Canadian province of Ontario, much of the report may be of interest to school officials in other areas as well. Data for the study were gathered through questionnaires distributed to all Ontario school boards and through indepth study of the present gratuities programs of seven school boards. Cost data from the indepth studies were analyzed and extrapolated to calculate province-wide results. The final section of the report discusses the future of current sick leave gratuity plans in terms of benefit design, cost control and financing, and recommended objectives. (JG)

ED 140 399 EA 009 543

King, A. J. C. And Others

Approaches to Semestering, Secondary School Organization: Some Current Alternatives.

Ontario Dept. of Education, Toronto.

Pub Date 77

Note—369p.; For a related document, see EA 009 368

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$5.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Attendance Patterns, *Case Studies, Credit Courses, Credits, *Educational Change, *Organizational Change, School Organization, *Secondary Education, *Semester Division, *Tables (Data), Teacher Attitudes

Identifiers—*Ontario

This report describes a study that investigated the effects of "full-credit semestering" in Ontario secondary schools. In full-credit semestering, the

school year is divided in half, and students receive full credit for each course completed each semester. The study also explored the effects of trimestering, half-credit semestering, and mixed organizational models. Eight schools were selected for indepth study using interviews, observation, and records analysis, and additional data were gathered from questionnaires completed by administrators, teachers, and students at 18 other schools. Of 26 schools studied, 20 used full-credit semestering, 2 used trimestering, 2 used half-credit semestering, and 2 used mixed organizational models. Findings showed that the way an innovation was implemented had more effect on staff and student satisfaction than the nature of the organizational change. There was no evidence that students in full-semestered schools achieved better or dropped out less than other students. However, attendance in full-semestered schools was better than the provincial norm, and a significant proportion of students were taking advantage of opportunities to complete their secondary education faster in full-semestered schools. (Author/JG)

ED 140 400 EA 009 544

Kenny, John B.

Core Competencies of a Trainer.

Ontario Society for Training and Development, Toronto.

Pub Date Oct 76

Note—16p.

Available from—Ontario Society for Training and Development, P.O. Box 537, Station K, Toronto, Ontario, Canada M4P 2G9 (\$2.00, quantity discounts)

Journal Cit—Canadian Training Methods; v9 n4 p 1-16 Dec 1976

Document Not Available from EDRS.

Descriptors—Check Lists, *Models, Performance Based Education, *Professional Training, *Skills, *Trainers, *Training Objectives

This publication outlines recommended minimum competencies for training and development personnel, as developed by the Professional Development Committee of the Ontario Society for Training and Development. It is intended to provide basic checklists of necessary skills, knowledge, and behaviors for each of four categories of training and development personnel identified by the committee. These categories include instructors, designers, managers, and consultants. Most of the publication consists of a chart entitled "Schedule of Descriptors," which lists specific skills and behaviors for each of 11 core competency areas that are relevant to one or more of the four categories of training and development personnel. (JG)

ED 140 401 95 EA 009 552

Schaffarzick, Jon Sykes, Gary

NIE's Role in Curriculum Development: Findings, Policy Options, and Recommendations.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 8 Feb 77

Note—134p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Agency Role, *Curriculum Development, *Educational Policy, Elementary Secondary Education, Federal Programs, Policy Formation

Identifiers—*National Institute of Education

This report summarizes the findings and recommendations of a task force that studied the role of the National Institute of Education (NIE) regarding curriculum development activities in the United States. Primary purpose of the report is to identify and recommend policy options to guide NIE's curriculum development activities. Part 1 contains a variety of findings related to various curriculum development approaches and the role of federal and other educational agencies in curriculum development. Part 2 provides a series of policy options for NIE and discusses some possible consequences of each policy. Part 3 presents the policy recommendations of Harold L. Hodgkinson, at that time the director of NIE, along with a supporting rationale. (JG)

ED 140 402 EA 009 553

Barr, Richard H.

Revenues and Expenditures for Public Elementary and Secondary Education, 1974-75.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No—NCES-77-142

Pub Date 77

Note—33p.; For a related document, see ED 133 833; Not available in hard copy due to small print size of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01698-2, \$1.30)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Finance, Elementary Secondary Education, Expenditure Per Student, *Expenditures, *National Surveys, Questionnaires, *School Funds, School Statistics, *Tables (Data)

This publication presents a variety of revenue and expenditure data for U.S. public elementary and secondary schools during the 1974-75 fiscal year. Data were compiled from annual expenditure reports submitted by each state. Most of the booklets consist of tables that present detailed state-by-state breakdowns of school revenue and expenditure data, on both an aggregate and per-pupil basis. Also included are several tables and graphs that present summary data for the entire U.S. and comparative data for the period 1964-65 through 1974-75. A sample of the questionnaire form used to collect the survey data is included in the appendix. (JG)

ED 140 403 EA 009 554

Salary Report #1. Principals and Assistant Principals. Administrative Information Report.

National Association of Secondary School Principals, Reston, Va.

Pub Date Mar 77

Note—9p.; For related documents, see ED 119 290, ED 120 941 and EA 009 495

Available from—National Association of Secondary School Principals, Office of Professional Assistance, 1904 Association Drive, Reston, Virginia 22091 (\$0.50; orders of less than \$10 must be accompanied by payment)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Assistant Principals, Elementary Secondary Education, *National Surveys, *Principals, *Salaries, *Tables (Data), Trend Analysis

This report presents data on 1976-77 salary schedules for school principals and assistant principals in order to aid school officials in comparing the salary schedules in their district with salary schedules in other districts of comparable enrollment size and per-pupil expenditure level. Data for the report were gathered through a survey of 1,060 public school districts throughout the United States. Section 1 presents mean and median figures for scheduled minimum and maximum salaries, grouped into four categories according to school district enrollment. Section 2 presents mean and median figures for scheduled minimum and maximum salaries, grouped into four categories according to per-pupil expenditure level. Section 3 presents comparative figures on the mean of scheduled maximum salaries for the years 1974-75, 1975-76, and 1976-77, grouped into 3 categories according to school district enrollment. Within each section data are presented separately for principals and assistant principals and are further separated into categories for elementary schools, junior high schools, and senior high schools. (JG)

ED 140 404 EA 009 556

Gremillion, J. Benton

Louisiana School Finance. Publication No. 1454.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date 76

Note—185p.; Some parts may be marginally legible due to small type

Available from—Louisiana State Department of Education, P.O. Box 44064, Baton Rouge, Louisiana 70804 (\$2.00)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Educational Finance, *Educational History, Elementary Secondary Education, Equalization Aid, Federal Aid, *Foundation Programs, *School Support, *School Taxes, State Aid, *State Legislation

Identifiers—*Louisiana

This book presents a fairly comprehensive overview of Louisiana's current system for financing public elementary and secondary education and describes the historical development of the present system. Individual chapters focus in turn on the federal impact on public school system operations, general provisions of the Louisiana

constitution concerning revenue and finance, state taxes in Louisiana, revenue sharing, local school revenue in Louisiana, the historical development of theories and principles of state support, the historical development of school support equalization in Louisiana, Louisiana's minimum foundation program from 1935-1975, Louisiana's present minimum foundation program, and legal requirements governing school expenditures. (JG)

ED 140 405 95 EA 009 560

McCune, Shirley And Others

Implementing Title IX: A Sample Workshop.

National Foundation for the Improvement of Education, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—300-75-0256

Note—218p.

Available from—Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Annotated Bibliographies, Case Studies (Education), Change Strategies, Federal Legislation, Feminism, Grievance Procedures, Job Skills, Professional Personnel, *School Personnel, Sex Differences, *Sex Discrimination, *Sex Stereotypes, Working Women, *Workshops

Identifiers—*Education Amendments 1972 Title IX

This publication provides a sample workshop design and materials that may be used by local education agencies in designing and conducting workshops to assist education personnel in increasing their capability for compliance with Title IX requirements for nondiscrimination on the basis of sex in education programs and employment. The workshop is directed toward increasing participants' understandings of Title IX regulatory requirements and their implications for various job functions; increasing participants' skills in the recognition of potential Title IX violations and the design of steps for their correction; and assisting staff in initial action planning for further skills-building and compliance activities. The manual is designed to provide a step-by-step guide for the implementation of a one-day workshop event and provides an outline of eight sequential workshop modules. It specifies objectives, required materials, suggested procedures (both content and activities), and time schedules for each module. The materials that are required for actual implementation of the sample workshop are included in the appendixes section. Also included is a listing of further publications and audiovisual materials that may be used by either workshop leaders or participants in preparation of or follow-up to the workshop. (Author/MLF)

ED 140 406 95 EA 009 561

Evans, Francis B.

Public Opinions About Education: A Statewide Poll of Wisconsin Residents.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Note—45p.; Survey conducted by the Wisconsin Survey Research Laboratory

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Basic Skills, *Educational Policy, Elementary Secondary Education, Equal Education, Performance Based Education, *Public Opinion, *Public Schools, Sampling, State Aid, *State School District Relationship, Student School Relationship, *Surveys

Identifiers—*Wisconsin

During May and June of 1976, a random sample of nearly one thousand Wisconsin citizens was interviewed by telephone and asked 28 questions about selected education-related issues. Topics concerning state school district relationship included equal educational opportunity, state financing of education, state aid to parochial school students, state support for early childhood education, state control of course content, state minimum standards in subject matter area, and statewide comparison of pupil performance. Citizens were also queried about their attitudes

toward the teaching of basic skills, everyday living skills, and sex education; and if they felt that the needs of both gifted and handicapped students were being met. Other topics included attitudes toward due process procedures, teacher strikes, balancing school enrollment by race, and methods of integrating schools. An overview summarizes the issues and the opinions of those interviewed. The actual wording of each question and detailed information about the responses are presented in the main section of the report. The appendix presents the characteristics of the sample and compares the sample demographic characteristics to both the 1970 census data and 1975 population projections for Wisconsin. (MLF)

ED 140 407 80 EA 009 562

Resource Manual for Basic Skills in Collective Bargaining in the Public Schools.

Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jan 77

Note—245p.; For related documents, see EA 009 563-564

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Bibliographies, *Collective Bargaining, Elementary Secondary Education, Employer Employee Relationship, Government Employees, *Guidelines, Industrial Relations, *School Personnel, *Simulation

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This publication is part of a three-volume series of manuals designed to serve both as instructional guides and as ready references to some of the more complex problems of public school collective bargaining. The series is intended for use primarily by school board members, educational administrators, and other individuals interested in collective bargaining in public schools. This particular manual focuses on the collective bargaining process up to the point of impasse. Most of the manual consists of four narrative sections that focus in turn on conceptual problems in collective bargaining, preparation for negotiations, the legal framework for negotiations, and simulation exercises for training negotiators. The fifth section discusses various information sources on collective bargaining for educators, and presents a bibliography of relevant books, journal articles, films, and instructional games. (JG)

ED 140 408 80 EA 009 563

Weinberg, William And Others

Training Resource Manual for Impasse Procedures in Public School Negotiations.

Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jan 77

Note—167p.; For related documents, see EA 009 562-564; Some charts may not reprint clearly

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Bibliographies, *Collective Bargaining, Elementary Secondary Education, Employer Employee Relationship, Government Employees, *Guidelines, Industrial Relations, *Negotiation Impasses, *School Personnel, *Simulation

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This publication is part of a three-volume series of manuals designed to serve both as instructional guides and as ready references to some of the more complex problems of public school collective bargaining. The series is intended for use primarily by school board members, educational administrators, and other individuals interested in collective bargaining in public schools. This particular manual focuses on impasse procedures, fact-finding, and mediation up to the point of arbitration. Most of the manual consists of part 1, a narrative section that discusses mediation and fact-finding. Part 2 presents a simulation training exercise designed to give insight into impasse and fact-finding procedures. Part 3 discusses various information sources on collective bargaining for educators, and presents a bibliography of publications and films related to impasse resolution, fact-finding, and mediation. (JG)

ED 140 409 80 EA 009 564

Tener, Barbara And Others

Training Resource Manual on Arbitration in the Public Schools.

Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 15 Aug 76

Note—164p.; For related documents, see EA 009 562-563

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Arbitration, *Bibliographies, *Collective Bargaining, Elementary Secondary Education, Employer Employee Relationship, Government Employees, Grievance Procedures, *Guidelines, Industrial Relations, Negotiation Impasses, *School Personnel, *Simulation

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This publication is part of a three-volume series of manuals designed to serve both as instructional guides and as ready references to some of the more complex problems of public school collective bargaining. The series is intended for use primarily by school board members, educational administrators, and other individuals interested in collective bargaining in public schools. This particular manual focuses on arbitration as a means of solving grievances arising out of the employer-employee relationship in public schools. Most of the manual consists of part 1, a narrative section that discusses various aspects of the arbitration process. Part 2 presents five simulation training exercises designed for either group or individual use. At the end of each exercise, there are several discussion questions and a proposed solution to the problem. Part 3 presents a bibliography of various publications related to arbitration, including a number of relevant bibliographies, and lists a number of service organizations involved in the area of arbitration. (JG)

ED 140 410 EA 009 565

Hassett, G. W. And Others

New Directions in Australian Education.

Australian Coll. of Education, Carlton, Victoria.

Pub Date 76

Note—262p.; Some parts may be marginally legible due to small type

Available from—The Australian College of Education, 914-916 Swanston Street, Carlton, Victoria, Australia 3053 (\$5.80 surface mail, \$12.00 air mail, quantity discounts)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Bilingual Education, Educational Accountability, *Educational Change, *Educational Policy, Educational Research, *Educational Trends, Elementary Secondary Education, Models, Post Secondary Education, Preschool Education, *School Community Relationship, Special Education, Teacher Education

Identifiers—*Australia

This book consists of 16 selected papers that focus on the broad topic of new trends in Australian education. All the papers were originally presented at the Seventeenth Annual Conference of the Australian College of Education, which was held in May 1976. Titles of the papers include "Perspectives on Recent Changes in Australian Education," "Labor's Achievements in Australian Education 1972-1975," "The Political Economy of Educational Advancement," "Accountability in Australian Education," "Community Involvement in Education," "The School in the Community," "New World in the Morning?" "The Dilemmas of Australian Preschool Education," "An Historical/Empirical Examination of the Effectiveness of Primary Teacher Preparation in Australia," "The Personal Development Programme in N.S.W. Secondary Schools: Rationale and Critique," "The 'Special Child' in Contemporary Australian Education," "Bilingual Education in the Northern Territory," "The Social Education Materials Project: A Review," "Directions in Advanced Education—Indicators and Influences," "A Model for Regional Tertiary Education," and "Policy Orientated Educational Research." (JG)

ED 140 411 EA 009 566

Reed, Donald B.

Teachers and Collective Bargaining.

Pub Date 18 Nov 76

Note—9p.; Paper presented at the Annual Meeting of the California Educational Research Association (55th, Burlingame, California, November 18-19, 1976); For related documents, see EA 009 567-569.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Collective Bargaining, Elementary Secondary Education, *Job Satisfaction, School Personnel, *Teacher Attitudes, *Teacher Employment, Teacher Salaries

The current structure of schools allows teachers to obtain a relatively high degree of personal satisfaction from the work of teaching itself. However, collective bargaining must be concerned almost exclusively with pressing for higher salaries and related issues. With each round of bargaining, higher teacher salaries will be gradually traded off for a higher pupil-to-teacher ratio and a reduction in direct and indirect instructional support. These changes will reduce teachers' engagement with the work of teaching itself; teachers will exchange intrinsic work satisfaction for monetary compensation. This trade-off will have two important consequences: 1) teachers' push for higher salaries will be amplified, and 2) student achievement will be negatively affected. (Author/JG)

ED 140 412 EA 009 567

Criswell, Larry W.

The Explicit and Implicit Organizational Structures for the Collective Bargaining Process under the California Legislation.

Pub Date 18 Nov 76

Note—8p.; Paper presented at the Annual Meeting of the California Educational Research Association (55th, Burlingame, California, November 18-19, 1976); For related documents, see EA 009 566-569.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Collective Bargaining, Elementary Secondary Education, Employer Employee Relationship, Government Employees, Industrial Relations, *School Personnel, *State Legislation, Unions

Identifiers—*California

Douglas Mitchell suggests that statute construction issues arise from the interaction between the realities of power resources and the goal of giving each interest group sufficient power to protect and pursue its own interests while preserving the rights or interests of others. California SB 160 explicitly limits the scope of bargaining to wages, hours, specified health and welfare benefits, leave and transfer policies, safety conditions, class size, employee evaluation, and grievance procedures. Second, SB 160 mandates bargaining in good faith with exclusive representation as the means to resolve persistent disagreements. Third, SB 160 gives employees the right to join or refuse to join employee organizations of their own choosing, except that only one exclusive representative may negotiate for employees in any unit. Fourth, SB 160 provides for public disclosure of initial collective bargaining proposals. Fifth, SB 160 creates a three-member Educational Employment Relations Board to regulate administrative procedures of the collective bargaining process. A major concern of classroom teachers under SB 160 has been the selection of an exclusive bargaining unit to advance their demands for improvements in salaries and employment conditions. The administration, on the other hand, has been concerned with maintaining its flexibility to change as conditions change. (Author/JG)

ED 140 413 EA 009 568

Mitchell, Douglas E.

A Collective Bargaining Research Agenda: Hypotheses and Methods.

Pub Date 18 Nov 76

Note—7p.; Paper presented at the Annual Meeting of the California Educational Research Association (55th, Burlingame, California, November 18-19, 1976); For related documents, see EA 009 566-569.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Collective Bargaining, Elementary Secondary Education, *Organizational Theories, School Personnel, Teacher Behavior, *Teacher Motivation, *Teacher Role

If a comprehensive list of the rewards and incentives which direct teachers can be identified, the impact of collective bargaining on this reward system can be studied. Secondly, if the connection between specific rewards and performance of

various teaching tasks can be specified, the way that collective bargaining shifts emphases from task to task can be studied. Eight types of rewards are available to teachers, including: 1) wages, salaries, and fringe benefits; 2) stable and comfortable working conditions; 3) advancement possibilities; 4) recognition for one's work; 5) a sense of personal competence; 6) a sense of stimulation and personal growth; 7) satisfying interpersonal relationships in the work environment; 8) a sense that one's work is meaningful or important to society. Only those rewards that are compensations for work performed are directly controlled by collective bargaining agreements. The four major functional tasks required of teachers are associated with the above rewards. These tasks include: 1) supervision of students at school; 2) socialization and acculturation of students; 3) instruction of students in mental, physical, and social skills; and 4) certification of students' learning accomplishment or lack of accomplishment. Collective bargaining will most likely focus attention on the certification activities of teachers. (Author/JG)

ED 140 414

Ortiz, Flora Ida

The Impact of Collective Bargaining Upon the Principal.

Pub Date 18 Nov 76

Note—9p.; Paper presented at the Annual Meeting of the California Educational Research Association (55th, Burlingame, California, November 18-19, 1976); For related documents, see EA 009 566-568; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrator Role, *Collective Bargaining, *Educational Research, Educational Theories, Elementary Secondary Education, *Organizational Change, *Principals, School Personnel, Teacher Administrator Relationship

A study by Berg illustrates the research that has been conducted into the impact of collective bargaining on structural elements and role differentiation in education. The study compared principals from unionized and nonunionized school districts in Illinois; its intent was to determine specific role changes and effects upon principals as a result of collective bargaining. Findings of the study indicated that there was no significant relationship between bargaining and the rules orientation, role ambiguity, or locus of factors controlling principals' behavior. Grounding educational research in the literature on bargaining in the private sector is faulty, because some of the most important effects of collective bargaining may be relatively insignificant in education. Therefore principals would be expected to experience less impact than industrial foremen or supervisors. In addition to differences in the effects of collective bargaining, education and the private sector differ in their approach to bargaining. Although the role of principals may be more rigorously prescribed in districts with collective bargaining, this may merely represent the institutionalization of informal structures into formal ones. (JG)

ED 140 415 95 EA 009 570

Adwere-Boamah, Joseph

Project MACK. Final Evaluation Report 1974-1975.

Oakland Unified School District, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 15 Aug 75

Note—106p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Academic Achievement, *Attendance, *Dropout Prevention, Educational Improvement, *Experimental Programs, Graphs, Program Descriptions, *Program Evaluation, Secondary Education, Tables (Data)

Identifiers—Elementary Secondary Education Act Title VIII, ESEA Title VIII, Oakland Unified School District CA, *Project MACK

Project MACK's major goal was to provide a comprehensive school program at McClymonds High School in Oakland, California that would reduce the dropout rate, improve student achievement, reduce absenteeism and class-

cutting, and improve student attitudes toward school. Project components included 1) Career Cluster Program, which focused on work experience and classroom occupational orientation, language arts, social studies, reading and math workshops, inservice training, and the instructional media center; 2) Student Support Services, which provided guidance and counseling, special psychological services, a health program, a student activities program, and inservice training; and 3) a Management Component, which provided for overall coordination of the project. Project MACK was successful in reducing the percentage of dropouts from 16.1 percent to 6.2 percent. There was a reduction in the class-cutting rate from 23.0 percent in 1970 to 7.2 percent at the end of 1974-75. The absentee rate was reduced by 14.1 percent. Reading and mathematics achievement test scores of students who enrolled in Project MACK's reading and math programs showed significant gains. Surveys showed that a majority of students and parents were satisfied with the progress made by the project. (Author/JG)

ED 140 416

Swalls, Fred

The Law on Student Teaching in the United States.

Pub Date 76

Note—69p.

Available from—The Interstate Printers and Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois 61832 (Order No. 1856, \$1.95, educational discounts)

Document Not Available from EDRS.

Descriptors—Bibliographies, College School Cooperation, *Court Cases, Higher Education, *Legal Responsibility, Preservice Education, *School Law, *State Legislation, Student Teacher Relationship, *Student Teachers, *Student Teaching

This publication examines and documents statutes, court cases, attorney generals' opinions, and selected administrative rules governing student teaching and student teachers, as well as the legal relationship between teacher-education institutions and cooperating school systems involved with student teaching. In particular, the author focuses on the legal authority to conduct student teaching in public schools, the student teacher's authority to regulate student conduct, the liability of student teachers for pupil injury, the rights and responsibilities of student teachers compared to regular teachers, the certification of student teachers, and the law on dismissing student teachers and denying a student the right to student teach. Chapter 1 briefly discusses the purpose and methodology of the study; chapter 2 reviews selected literature in the field; chapter 3 briefly examines significant case law related to student teaching; chapter 4 presents a state-by-state review of current legal provisions governing student teaching; and chapter 5 presents the author's conclusions and recommendations. Also included is a bibliography of relevant publications and court cases. (JG)

ED 140 417

Sparling, Joseph J. And Others

Conjoint Scaling as a Decision Aide in Curriculum Development.

Pub Date Apr 77

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977); Figures 6-8 may be marginally legible due to print quality of original

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cluster Analysis, *Curriculum Development, *Decision Making, Educational Research, Elementary Secondary Education, Graphs, *Models, *Multidimensional Scaling, *Research Methodology, Statistical Analysis

In a series of three independent studies that focused on the classic sources of curriculum (the learner, society, and subject matter), data were gathered that might bear on the choices facing the curriculum developer. Learner data tentatively revealed what characteristics of pictures affected the deployment of third-grade children's visual attention. Society data provided increased awareness of the structure and direction of a group of mothers' goals for their infants. Subject-matter data from an expert judge provided useful suggestions for the organization of content for a preschool motor curriculum. In each of these stu-

dies, polynomial conjoint scaling, a form of multidimensional scaling, reduced a complex matrix of data to a simple visual display that was useful to the curriculum developer in his decision-making process. (Author)

ED 140 418 EA 009 573

Butts, Michael Vern. Looney, Phyllis Price
Transportation Alternatives for the Physically Limited and Elderly.

Lane Transit District, Eugene, Ore.
Pub Date Mar 74
Note—169p.; Photos will reproduce poorly
Available from—Lane Transit District, P.O. Box 1135, Eugene, Oregon 97401 (\$6.00)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Blind, *Bus Transportation, Change Agents, *Change Strategies, Community Services, Delivery Systems, Demography, Mentally Handicapped, *Needs Assessment, *Older Adults, Performance Specifications, Physical Design Needs, *Physically Handicapped, Planning, Surveys, Training, Transportation
Identifiers—Oregon (Eugene)

Lane Transit District (LTD) sponsored three surveys in an attempt to understand the needs of physically handicapped and elderly persons and to recommend appropriate operational and physical changes within the system to meet these needs. The secondary intent of the study was to bring about public awareness of the mobility problems of the physically limited and the elderly. The three populations surveyed were social service agencies dealing with the target population, clients of the agencies (those physically limited and elderly), and system bus drivers. Special attention was given to mentally retarded children enrolled in a special school through observations at training sessions involving the children and through interviews with professional staff. The study attempted to determine such things as the degree of mobility of the target population, their dysfunctions and design requirements, their needed and desired travel patterns, and existing transportation services for the target population; as well as provide an avenue for client, agency staff, LTD staff and driver input into the planning process. (Author/MLF)

ED 140 419 EA 009 574

Howard, Eugene R. Holste, Donald
Helping Teacher Accountability Through Curriculum Planning. Two Snapshots and One Case Study.

Pub Date Mar 77
Note—72p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (32nd, Houston, Texas, March 19-23, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum Planning, *Educational Accountability, *Educational Innovation, Elementary Secondary Education, Experimental Programs, *Models, *Program Descriptions, *Teacher Participation, Teacher Role
Identifiers—Colorado

In this presentation, three approaches for involving teachers in curriculum planning are described, including the interdisciplinary team approach, the total district approach, and the total faculty approach. Each of these approaches is illustrated with "snapshot" descriptions of promising practices from Colorado, Arizona, and Illinois. Projects described are 1) a Colorado Department of Education program to teach teachers how to plan interdisciplinary units of instruction; 2) a districtwide project in the Amphitheater District of Tucson, Arizona, to implement an innovative approach for accommodating a variety of learning styles; and 3) a project in Urbana, Illinois, in which a total faculty participated in reorganizing an elementary school in order to personalize learning and improve the pupils' achievement. The Colorado concept of accountability, described as a "school improvement process," is briefly contrasted with approaches in other states. The Colorado process stresses priority setting and teacher involvement in planning processes. (Author)

ED 140 420 EA 009 575

Buncher, Judith F., Ed.
The School Busing Controversy: 1970-75.

Pub Date 75
Note—267p.
Available from—Facts on File, 119 West 57th Street, New York, New York 10019 (\$12.50 cloth; \$5.25 paper)

Document Not Available from EDRS.

Descriptors—*Court Litigation, Elementary Secondary Education, *Federal Government, Federal State Relationship, Government Role, *Integration Litigation, *Newspapers, *Public Opinion, Racial Integration, *School Integration, Supreme Court Litigation
Identifiers—*Busing

Even though transportation of school children was long accepted by the public prior to the conflict over school integration, the school bus became a symbol representing the divergent emotions of both the integrationists and the supporters of "neighborhood schools." Busing was used as a means of overcoming the resistance and procrastination of areas opposed to integration. The courts' role in the busing controversy, as well as federal policies, sparked much comment and controversy, and public opinion was sharply divided. This collection of newspaper articles and editorials from newspapers all over the country reflects that controversy. The book covers the period from 1970 to 1975 and includes commentaries and news stories on court decisions, federal government policies, and the public reactions to such decisions and policies. A chronology of the major events in school desegregation, beginning with the 1954 Brown v. Board of Education decision, is included, along with summaries of those events. (Author/DS)

ED 140 421 EA 009 576

Cresswell, Anthony M. Murphy, Michael J.
Education and Collective Bargaining. Readings in Policy and Research.

Phi Delta Kappa, Bloomington, Ind.; University Council for Educational Administration, Columbus, Ohio.

Pub Date 76
Note—445p.
Available from—McCutchan Publishing Corporation, P.O. Box 1292, Berkeley, California 94701 (\$14.00, quantity discounts)

Document Not Available from EDRS.

Descriptors—*Collective Bargaining, Educational Administration, *Educational Policy, Elementary Secondary Education, Industrial Relations, Models, *Negotiation Impasses, *School Personnel, *Teacher Militancy, *Teacher Strikes

This book consists of 26 separate articles dealing with the broad topic of collective bargaining in education and its impact on educational policy and administration. Ideas and elements of the literature are grouped into four major sections suggested by systems analysis. Part 1 shows how collective bargaining in education is influenced by many conditions and events in its environment. Part 2 introduces the major theoretical perspectives and explanations of collective bargaining. Part 3 examines the appropriateness of the strike and alternative mechanisms in educational collective bargaining. Part 4 discusses some of the effects of educational collective bargaining that are related to the operation of the school. Each of the four parts consists of a short overview by the editors, followed by six or seven selected articles by various authors. (JG)

ED 140 422 EA 009 577

Cunningham, Luvern L., Ed. And Others
Educational Administration: The Developing Decades.

Pub Date 77
Note—445p.; Proceedings of a Career Development Conference sponsored by The University Council for Educational Administration and The Ohio State University

Available from—McCutchan Publishing Corporation, P.O. Box 1292, Berkeley, California 94701 (\$13.50; quantity discounts)

Document Not Available from EDRS.

Descriptors—*Administrator Education, *Educational Administration, Educational Change, *Educational History, Educational Practice, Educational Theories, *Educational Trends, Elementary Secondary Education, Higher Education, Literature Reviews

This book consists of 18 papers originally prepared for a 1975 conference that attempted to assess past developments in the knowledge and practice of educational administration and to identify future directions for research, leadership, and preparation. Individual papers include "Educational Administration, 1954-1974," "Roald F. Campbell: Teacher, Leader, Learner," "Educational Administration: A Personal View of Its Future," "Leadership in American Public Schools Before 1954," "Issues Confronting Educational

Administrators, 1954-1974," "Educational Administration and the Courts, 1954-1974," "An Overdue Paradigm Shift in Educational Administration," "Roles of the American School Superintendent, 1954-1974," "Leadership in Educational Administration by Ancillary Institutions, 1954-1974," "The Nature of Leadership," "The Study of Change in Educational Organizations," "The Broken Icon, Or, What Ever Happened to Theory?" "The Study of Educational Administration, 1954-1974," "Preparatory Programs in Educational Administration, 1954-1974," "The Future of Research and Theory," "The Future of Practice," "Preparation Programs for Administrators," and "Emerging Educational Leadership: A Citizen's Perspective." (JG)

ED 140 423 EA 009 579

Emergency Educational Assistance Act, 1977.

Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Human Resources, United States Senate. Ninety-Fifth Congress, First Session on S. 701. To Provide Federal Financial Assistance to Educational Institutions in Order to Assist Such Institutions to Meet the Emergency Caused by the High Costs of Fuel and Fuel Shortages and Harsh Weather Conditions, and for Other Purposes.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date 77
Note—311p.; For a related document, see EA 009 580; Not available in hard copy due to small type size of much of the document; Occasional pages may not be legible

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Costs, *Educational Facilities, Educational Finance, Educational Legislation, Elementary Secondary Education, *Energy Conservation, *Federal Aid, Federal Government, *Federal Legislation, Fuel Consumption, *Heating, Post Secondary Education
Identifiers—*Emergency Educational Assistance Act

This publication is a comprehensive record of testimony and exhibits presented to a subcommittee of the Committee on Human Resources of the U.S. Senate during hearings on S. 701, the Emergency Educational Assistance Act of 1977. The main purpose of S. 701 is to provide educational institutions with federal assistance to help them offset the combined impact of high fuel costs, fuel shortages, and harsh weather during the winter of 1977. Separate hearings were conducted by the subcommittee on February 14, 1977 in Pawtucket, Rhode Island, and on March 11, 1977 in Washington, D.C. Testimony and exhibits are presented chronologically and indexed alphabetically by witnesses' names. (JG)

ED 140 424 EA 009 580

Emergency Educational Assistance Act, Calendar

No. 116, 95th Congress, 1st Session. Senate Report No. 95-141. Report to Accompany S. 701.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date 12 May 77
Note—22p.; For a related document, see EA 009 579; Not available in hard copy due to small print size of most of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Costs, *Educational Facilities, Educational Finance, Educational Legislation, Elementary Secondary Education, *Energy Conservation, *Federal Aid, Federal Government, *Federal Legislation, Fuel Consumption, *Heating, Post Secondary Education, Records (Forms)

Identifiers—*Emergency Educational Assistance Act

This publication is a brief report that summarizes the deliberations and actions of the U.S. Senate Committee on Human Resources in considering S. 701, the Emergency Educational Assistance Act of 1977. Separate sections of the report discuss the background of S. 701 as amended by the committee, the purpose of S. 701, the committee's votes on S. 701 and its various amendments, estimated costs of implementing S. 701, the regulatory impact of S. 701, and a section-by-section analysis of S. 701. Also included are model application forms for grants under S. 701 and executive communications on S. 701 from the Office of Management and Budget and the Secretary of Health, Education, and Welfare. (JG)

ED 140 425 EA 009 581

Cohn, Elchanan And Others
Input-Output Analysis in Public Education.
 Pub Date 75
 Note—137p.

Available from—Ballinger Publishing Company,
 Cambridge, Massachusetts 02138 (\$16.50)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Correlation, *Educational Assessment, Educational Change, Educational Research, Elementary Secondary Education, *Input Output Analysis, *Linear Programming, *Literature Reviews, *Mathematical Models, Resource Allocations, Secondary Education, *Statistical Analysis, Tables (Data)

Identifiers—Educational Outcomes, *Pennsylvania Educational Quality Assessment

This study explores some techniques that could assist education managers in their attempt to arrive at more optimal input and output mixes. The first part (Chapters 1-4) provides an overview of the input-output concept in relation to its employment in the educational setting, along with a review of the literature on the educational production function. The second part explores the production process of secondary education for a sample of Pennsylvania secondary schools. A description of the Pennsylvania Plan is contained in Chapter 5, followed by a simultaneous-equations analysis in Chapter 6 and the construction of an output index, based on the technique of canonical correlations, in Chapter 7. The final part consists of a brief chapter on the use of mathematical programming, in particular goal programming, as an alternative tool for educational input-output analysis. Data tables and a bibliography are included. (Author/IRT)

ED 140 426 EA 009 583

Paden, Jon S.
How Is IGE Doing in the Elementary Schools? A Three-Year Survey of IGE Principals.

Institute for Development of Educational Activities, Dayton, Ohio.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date Jan 77

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Administrator Attitudes, Adoption (Ideas), Costs, Elementary Education, *Individualized Instruction, *National Surveys, Principals, Resource Allocations, School Surveys, *Student Behavior, *Teacher Behavior

Identifiers—Individually Guided Education

Each year the principals of approximately 1,400 elementary schools participating in the I/D/E/A Change Program are sent a questionnaire that focuses on the principal's assessment of program implementation and selected effects. This paper summarizes data collected during three school years—1973-74, 1974-75, and 1975-76. The size of the responding group varies from year to year. The summary statements cover such areas as the cost of implementation, verbal and numerical achievement, benefits to be derived from individually guided education, student behavior, and the program's effect on teachers. (Author/IRT)

ED 140 427 EA 009 584

School Laws, 1977, Idaho Legislature, Forty-Fourth Legislature, First Regular Session.

Idaho State Dept. of Education, Boise, Div. of Finance and Administration.

Pub Date 77

Note—147p.; For a related document, see ED 123 754; Occasional pages may not reproduce clearly due to small type size

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Collective Bargaining, *Educational Finance, *Educational Legislation, Elementary Secondary Education, Higher Education, School Buildings, *State Legislation, Student Transportation

Identifiers—*Idaho

This booklet is a compilation of bills and other information that came before the First Regular Session of the Forty-fourth Legislature of the State of Idaho. (Author)

ED 140 428 EA 009 585

Jones, J. William
Budget/Finance Campaigns: You Can't Afford to Lose.

National School Public Relations Association, Arlington, Va.

Pub Date 77

Note—97p.

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 411-13335, \$7.95; All orders under \$8 must be accompanied by payment; All orders over \$8 must be accompanied by payment unless submitted on an authorized purchase order)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Bond Issues, Budgets, Citizen Participation, Communication (Thought Transfer), Elections, Elementary Secondary Education, *Guidelines, Local Issues, *Organizational Communication, Political Issues, Program Descriptions, Program Planning, Publicize, *Public Relations, *School Budget Elections, School Community Relationship, Surveys, Voting

This book is about successful bond issues and levy campaigns. While no one campaign blueprint works everywhere, there are certain definite components to almost every successful school finance election. These components are the product of a carefully planned political process. Successful campaigns are based on some givens that must be in evidence before the campaign begins—year-round communication, a reasonable issue with an understandable budget, citizen involvement that builds credibility, an individualized campaign that carefully considers its first announcement, leadership and unity, and a positive attitude. Lists of reasons why issues pass and fail are presented along with descriptions of successful programs and guidelines for building budget credibility, organizing a campaign, and surveying the community. (Author/IRT)

ED 140 429 EA 009 587

Northrup, James

Old Age, Handicapped and Vietnam-Era Antidiscrimination Legislation. Labor Relations and Public Policy Series No. 14.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Pub Date 77

Note—234p.; This study was prepared at the Industrial Research Unit of the Wharton School Available from—Industrial Research Unit, The Wharton School, University of Pennsylvania, Philadelphia, Pennsylvania 19104 (\$8.50)

Document Not Available from EDRS.

Descriptors—*Affirmative Action, Age, Age Groups, Costs, *Court Litigation, *Equal Opportunities (Jobs), Federal Legislation, Handicapped, Industrial Relations, *Labor Legislation, Mentally Handicapped, Personnel Policy, Physically Handicapped, *Public Policy, *Social Discrimination, Tables (Data), Veterans

Identifiers—Age Discrimination in Employment Act 1967, Rehabilitation Act 1973, Vietnam Era Veterans Readjustment Act of 1974

This book brings together materials, cases, and opinions regarding the Age Discrimination in Employment Act of 1967, the Rehabilitation Act of 1973, and the Vietnam Era Veterans' Readjustment Assistance Act of 1974; analyzes these materials; and examines their impact on employer personnel policies. These laws represent, in a sense, a relatively underdeveloped but potentially highly significant aspect of a continuing and expanding public policy of creating an ever-increasing number of protected groups that already comprise a majority of the labor force. A section of the book is devoted to each of the three acts. The final section is concerned with questions of public policy that have been found to exist in the administration of the laws and that are probably inherent in complex legislation designed to regulate industrial relations and personnel administration. Summaries of laws, excerpts from legislation, and other supplementary information are contained in appendixes. (Author/IRT)

ED 140 430 EA 009 588

Pincus, John

The Serrano Case: Policy for Education or for Public Finance? The Rand Paper Series.

Rand Corp., Santa Monica, Calif.

Report No.—P-5791

Pub Date Jan 77

Note—25p.

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Court Cases, Educational Change, *Educational Finance, Educational Policy, Elementary Secondary Education, *Equalization Aid, *Finance Reform, School Taxes, State Aid, *State Legislation

Identifiers—*California, *Serrano v Priest

This paper discusses the impact and implications of school finance equalization, focusing in particular on the Serrano case and its effect on school finance in California. The paper is organized in three main parts. Section 1 is an introductory section that discusses the major legal and practical implications of several court cases involving school finance systems. Section 2 describes California's school finance system as modified in 1973 by Senate Bill 90, in partial response to the Serrano decision. Section 3 examines the impact of the Serrano decision on school finance in California, focusing specifically on its impact on school spending and taxes and its impact on educational reform. (JG)

ED 140 431 95 EA 009 589

Sumner, Gerald Zellman, Gail

Federal Programs Supporting Educational Change, Vol. VI: Implementing and Sustaining Title VII Bilingual Projects.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-1589/6-HEW

Pub Date Jan 77

Contract—HEW-OS-73-216

Note—68p.; For related documents, see ED 099 957, ED 108 324-331, and EA 009 590

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$5.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Bilingual Education, Educational Policy, Elementary Secondary Education, *Federal Programs, *Political Influences, *Program Design, *Program Development

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII

This report is one of three volumes that describe the second phase of a study that examined the implementation of four federal change agent programs related to education. Phase 2 of the study focused on what happens to local projects in the two largest change agent programs—ESEA Title III and ESEA Title VII—when federal funding stops. This particular volume discusses the complex process of establishing bilingual programs in local school districts, with particular attention to those aspects of the Title VII program and those political influences that affect local implementation. Data for this report were gathered through case studies conducted between April 1974 and May 1976 at 11 Title VII Spanish/English project sites, telephone and personal interviews in 1974 with personnel at 10 state education agencies, and interviews with federal Title VII personnel. (JG)

ED 140 432 95 EA 009 590

Berman, Paul And Others

Federal Programs Supporting Educational Change, Vol. VII: Factors Affecting Implementation and Continuation.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-1589/7-HEW

Pub Date Apr 77

Contract—HEW-OS-73-216

Note—245p.; For related documents, see ED 099 957, ED 108 324-331, and EA 009 589

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$7.00)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Diffusion, *Educational Innovation, Educational Policy, Elementary Secondary Education, *Federal Programs, Predictor Variables, *Program Development, Program Effectiveness, Statistical Analysis, *Surveys, Tables (Data)

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This report is one of three volumes that describe the second phase of a study that examined the implementation of four federal change agent programs related to education. Phase 2 of the study focused on what happens to local projects in the two largest change agent programs—ESEA Title III and ESEA Title VII—

when federal funding stops. This particular volume presents an analysis of survey data collected in 100 Title III projects in 20 states, focusing specifically on the questions of implementing, sustaining, and spreading part or all of innovative project strategies after federal support ends. (JG)

ED 140 433 EA 009 591

Cusumano, Vincent. Ansel, Kurt R.

The Influence of State and Federal Aid on the Demand for Educational Opportunity in Kentucky. Southern Illinois Univ., Carbondale. Dept. of Agricultural Industries.

Pub Date [77]

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Economics, Educational Finance, Elementary Secondary Education, *Federal Aid, *Mathematical Models, *School District Spending, *State Aid, *Statistical Analysis, Tables (Data), Tax Effort Identifiers—Kentucky

This study attempts to determine the potential economic impact of increasing levels of intergovernmental educational grants on school district spending decisions. This question is addressed through a cross-sectional analysis of the choice decisions made by 192 school districts in Kentucky. A conceptual model that evaluates the trade-off between educational service expenditure and local tax burden is developed and empirically tested. Results of the analysis suggest that in the long run, school districts in Kentucky tend to substitute state and federal efforts for local efforts. The estimated differences in the state and federal aid coefficients indicate that state aid is more efficient in achieving the desired objective of improving the distribution of educational support programs. The results also suggest a price inelastic demand for educational service. (Author/JG)

ED 140 434 95 EA 009 594
School Financial Elections. Research Action Brief Number 1.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 77

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, Behavior, *Educational Research, Elementary Secondary Education, *School Budget Elections, *Voting

This brief examines the major findings of researchers who have investigated the behavior of voters in school financial elections and then suggests appropriate action school administrators can take to make the most of the challenge they face in securing voter approval of funds to operate the schools. Among the factors influencing voter behavior are the voter's race, level of education, age, and economic status. Among the factors apparently not influencing behavior are partisan voting habits, attitudes toward the schools, and parental status. Controversy within a district is more important than the tax rate in influencing voter behavior. Some of the most important findings and implications are that schools can no longer simply assume that the public will support their requests; taxes are not the only cause of election difficulties; "getting out the vote" must be done selectively, with special effort to attract likely school supporters to the polls; the school elections decisions are relatively permanent; schools can no longer count on the support of parents; when a measure stirs up controversy or organized opposition, it will usually be rejected; and voter alienation is a principal cause of negative voting. (Author/IRT)

ED 140 435 EA 009 596

Schreiber, Ernest

400+ Ways to Save Money in Your Schools.

Pub Date 77

Note—100p.

Available from—Educational Impact, Inc., 18 North Blackhorse Pike, Box 355, Blackwood, New Jersey 08012 (\$9.95, quantity discounts)

Document Not Available from EDRS.

Descriptors—*Administrator Guides, *Educational Administration, Educational Equipment,

Educational Facilities, *Educational Finance, Elementary Secondary Education, School Personnel, Supplies

This booklet presents 451 money-saving ideas and techniques intended to aid school board members and administrators in American schools. Many of the ideas included were drawn from responses to questionnaires that were sent to 1,612 chief school administrators and 227 presidents of school supply and service companies. Each idea is numbered and presented separately in several succinct sentences, and related ideas are grouped together in chapters. Topics of the various chapters include board policies, finances, and contracted services; instruction, personnel, and students; security, safety, and insurance; custodial services, maintenance, and construction; transportation, communications, and recreation; supplies, equipment, and cafeterias; and record-keeping, printing, and miscellaneous. (JG)

ED 140 436 EA 009 597

Deal, Terrence E. Celotti, Lynn D.

"Loose Coupling" and the School Administrator;

Some Recent Research Findings.

Stanford Univ., Calif. School of Education.

Pub Date 77

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Organization, *Educational Administration, Elementary Secondary Education, *Instructional Programs, *Organizational Theories, Staff Utilization, *Teacher Administrator Relationship, Team Teaching

Using information gathered in 1973 and again in 1975, this study examined the relationship between instructional configurations, on the one hand, and organizational factors at three levels (district, school, and classroom), on the other hand. Data for the study were gathered from questionnaires and interviews with superintendents in 34 San Francisco Bay Area school districts, as well as principals and teachers in 103 elementary schools within those districts. The study yielded three general conclusions about the nature of relationships between organizational and instructional patterns and between levels within districts. First, methods of instruction seem to be virtually unaffected by organizational or administrative factors at the school district level. Second, the way teachers work together, as reflected by the presence or absence of teaching teams, is similarly unaffected by higher echelons. Third, the three levels of educational organization (district, school, and classroom), as well as the individuals at each level, operate rather autonomously, yielding an image of vertical and lateral segments that are only loosely coupled to one another. (Author/JG)

ED 140 437 95 EA 009 598

Deal, Terrence E. Huguenin, Kathleen M.

Using Survey Feedback in a Small Alternative High School. Research and Development Memorandum No. 148.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 77

Contract—NIE-C-00-3-0062

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bibliographies, *Case Studies, *Consultation Programs, Elementary Secondary Education, *Evaluation Methods, *Organizational Change, *Organizational Development, Organizational Theories, *Problem Solving, Training Techniques

Identifiers—*Survey Feedback Technique

This case study explores the use of survey feedback—an organizational development technique—in an educational field setting. A version of survey feedback was used with an alternative high school to assist the staff in defining problems and in developing and implementing change strategies. Based on a perspective that focuses attention on the organizational context in which educators operate, the intervention combined organizational theory, survey methods, and group problem-solving techniques. The impact on the organization of the school was assessed through interviews, observations, and a readministration of the original survey instruments. The results showed that, after the workshop, staff members used organizational theory to define problems and continued to rely on problem-solving

techniques to develop solutions. Between the two surveys there were some significant changes in the school's organizational patterns and levels of conflict. (Author)

ED 140 438 EA 009 599

Colter, Stephen R. DeGraff, Alfred H.

Architectural Accessibility for the Disabled of College Campuses.

State Univ. Construction Fund, Albany, N.Y.

Pub Date Oct 76

Note—222p.

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.

Descriptors—*Architectural Barriers, Architectural Elements, *Architectural Programming, Arts Centers, *College Buildings, College Housing, Dining Facilities, Educational Specifications, *Facility Guidelines, Facility Requirements, *Handicapped Students, Health Facilities, Higher Education, Library Facilities, Performance Specifications, *Physically Handicapped, Toilet Facilities

Identifiers—New York

This newly revised guide provides basic technical resource material, with the basic objectives of presenting within one publication (1) updated architectural criteria aimed at realistic accessibility, and (2) essential information necessary to provide for the needs of physically handicapped people on campuses. All criteria have been chosen in view of their accessibility for the physically handicapped as well as their acceptability by architects, administrators, and campus physical plant staff. All criteria considerations are based on findings of equipment used by and functional ranges of adult-sized persons found to commonly exist on today's college campuses. Each aspect of the building discussed contains a rationale designed to provide explanations and further information to justify the necessity of the criteria. The criteria section is intended to give the essential architectural information needed by architects and planners, and includes details, measurements, and graphics depicting architectural accessibility. Policy sections cite both suggested planning and administrative policy aimed at further accessibility that would not be appropriately included within the criteria section intended for the architect's use, but that are of administrative concern. (Author/MLF)

ED 140 439 EA 009 600

Educational Building: Policies and Co-operation.

Programme on Educational Building 9.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date Apr 77

Note—38p.; Report by the OECD Steering Committee for Educational Building; Not available in hard copy due to light print of original document

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Building Innovation, *Cooperative Planning, Cost Effectiveness, Early Childhood Education, Educational Innovation, Educational Planning, Educational Quality, Elementary Secondary Education, Flexible Facilities, *International Educational Exchange, *International Organizations, Policy Formation, Resource Allocations, *School Buildings, *School Construction, *School Design

The qualitative aspects of education are being increasingly recognized and education is perceived as a means for each individual to discover and learn for himself. With few exceptions, all school building in countries participating in the OECD Programme on Educational Building (PEB) suits the older concept of education as a transfer of knowledge and skills from teacher to pupil. Thus, measures to reduce cost and speed production are largely ineffective and resources are often wasted because the wrong kind of school is being produced. Changes in educational policy in many countries that imply consequences for educational building policy include an increase in the demand for preprimary and upper secondary education, increased attention to the needs of the underprivileged, provisions for dropouts, and redirection of education and training to ease entry to the labor market. Continued international cooperation is beneficial in terms of (1) the development and application of cost-saving techniques and approaches; and (2) the

identification of new issues and areas to apply the techniques and approaches. (Author/MLF)

ED 140 440 EA 009 601

Gmelch, Walter H.

Beyond Stress to Effective Management. OSSC Bulletin Vol. 20, Nos. 9 and 10.

Oregon School Study Council, Eugene.

Pub Date 77

Note—74p.

Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrative Personnel, Administrator Characteristics, *Bibliographies, Definitions, *Educational Administration, Guidelines, Psychological Patterns, *Stress Variables

This publication provides an overview of the most recent ideas on psychological stress and ways to reduce it, with particular attention to the impact of stress on administrative personnel. Major sections of the publication focus on the nature of the educational administrator's job, definitions of stress, responses to stress, consequences of stress, sources of stress, and ways of coping with stress. Although the discussion is aimed primarily at educational administrators, it is equally applicable to administrative personnel in other fields as well. (JG)

ED 140 441 EA 009 602

Elementary-Secondary Guide for Oregon Schools.

Part II: Suggestions.

Oregon State Dept. of Education, Salem.

Pub Date [77]

Note—128p.; For related documents, see ED 109 753 and ED 130 419

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Educational Administration, Educational Alternatives, *Educational Planning, *Educational Policy, Elementary Secondary Education, *Guidelines, *Instructional Programs, State Standards

Identifiers—*Oregon

This publication is intended to serve as a companion volume to the Elementary-Secondary Guide for Oregon Schools, Part I. Part I presented required minimum standards for Oregon public school districts; this volume suggests possible alternatives that districts might consider in meeting the minimum standards. The discussion is organized in four main sections that focus in turn on balancing educational policy alternatives, goal-based planning, instructional programs and areas of study, and support programs. Also included is an index that cross references particular state minimum standards to the relevant sections of this volume. (JG)

ED 140 442 EA 009 603

Graduation Requirements Guidelines, Revised.

Prepublication Draft.

Oregon State Dept. of Education, Salem.

Pub Date 77

Note—110p.; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Educational Policy, *Graduation Requirements, *Guidelines, *Performance Based Education, *Program Descriptions, *Program Development, Secondary Education, State Standards

Identifiers—*Oregon

This booklet is intended to aid local school districts in Oregon as they work to develop and improve their educational programs in keeping with the competency-based high school graduation requirements established by Oregon's revised minimum standards for public schools. The booklet consists of six chapters that focus in turn on state requirements governing units of credit, planned course statements, attendance, minimum competencies, diplomas and certificates of competency, and elementary instruction applicable to required competencies. Included in each chapter are descriptions of actual practices and sample policies and guidelines developed by Oregon school districts. (JG)

ED 140 443 EA 009 604

Shane, Harold G.

Curriculum Change Toward the 21st Century. The Curriculum Series.

National Education Association, Washington, D.C.

Pub Date 77

Note—184p.; Best copy available

Available from—National Education Association Order Department, Academic Building, Sawmill Road, West Haven, Connecticut 06516 (\$8.50 cloth, \$5.75 paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, *Curriculum Development, *Educational Change, Educational Objectives, *Educational Policy, Educational Trends, Elementary Secondary Education, *Futures (of Society), School Community Relationship

This book presents an overview of the probable directions and needs of education during the last quarter of the 20th century, as conceived by the 46 members of the National Education Association's 1976 International Panel. Chapter 1 briefly discusses the panel's objectives and describes the organization of the book. Chapter 2 presents the images of the future shared by the panelists, as well as some of their conflicting opinions. Chapter 3 offers speculations about human potential in an increasingly interdependent world community. Chapter 4 updates and reformulates NEA's seven cardinal principles, which were originally published in 1918. Chapter 5 presents 28 cardinal premises to guide education for the next 25 years. Chapter 6 focuses on how parents, teachers, and other community members can work together in determining local educational needs. Chapter 7 discusses future educational changes in the United States, drawing on the 28 cardinal premises from chapter 5. Chapter 8 examines how educational content may change if certain of the cardinal premises are applied to curriculum development. Chapter 9 discusses the total school as a center for personalized learning. Also included are selected excerpts from the panelists' comments, and an extensive bibliography of selected readings. (Author/JG)

ED 140 444 EA 009 605

Nicholas, Russell C.

Staff Development: A Guide to Selected Sources of Information on Improving the Staff of Educational Institutions.

De Anza Coll., Cupertino, Calif. Learning Center. Pub Date May 77

Note—45p.

Available from—Russell C. Nicholas, Learning Center, De Anza College, 21250 Stevens Creek Blvd., Cupertino, California 95104 (free)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bibliographies, Elementary Secondary Education, Post Secondary Education, Publications, *School Personnel, *Staff Improvement

This bibliography lists more than 600 publications that deal with staff development information pertinent to education. It presents information on staff development for specific educational fields, as well as for different educational levels; however, no attempt has been made to list staff development articles dealing with particular teaching subject-matter areas. The publications listed were drawn from "Education Index" and from the Educational Resources Information Center (ERIC) catalogs "Current Index to Journals in Education" and "Resources in Education." Only materials published from 1970 through 1976 are included. Citations are grouped into 18 topical categories and are listed alphabetically by author's name within each category. For each publication that is listed in the ERIC catalogs, the six-digit ERIC identification number is included in the citation. (JG)

ED 140 445 EA 009 606

"... To Form a More Perfect Union ..."

Justice for American Women. Report.

National Commission on the Observance of International Women's Year. Washington, D.C.

Pub Date 76

Note—394p.; Some parts may be marginally legible due to small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 040-000-00350-9, \$5.20)

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Artists, Awards, Civil Rights, Court Litigation, Creative Activities, Day Care Services, Demography, *Equal Opportunities (Jobs), *Females, *Feminism, Guidelines, Income, Media Research, Pregnancy, *Sex Discrimination, *Sex Stereotypes, Television, *Working Women

This report was completed by a national commission appointed to promote equality between men and women. The first three parts are designed to impart to readers a sense of some of the barriers that keep women from participating in American life as full partners. The commission divided into committees to study these problems, then came together again as a unit to adopt 115 recommendations backed with documentation. Thus, the first three parts refer to commission action as a whole, not to actions of its separate committees. Part 4 lists the members of the commission. Part 5 contains the findings and the recommendations of the working committees addressed to the various agencies of government—federal, state, and local—that will be responsible for their implementation. Women and women's organizations are also addressed in a number of the recommendations. Reference material and original research, authorized by the commission, are summarized in part 6, the appendix. (Author/MLF)

ED 140 446 EA 009 607

Public Opinion and the School Board. Selected

Readings for School Board Members.

Illinois Association of School Boards, Springfield.

Pub Date Apr 77

Note—51p.; Reprinted from the Illinois School Board Journal, 1970 to 1977; Best copy available

Available from—Illinois Association of School Boards, 330 Iles Park Place, Springfield, Illinois 62718 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Boards of Education, *Citizen Participation, *Community Attitudes, Community Involvement, Conflict Resolution, Court Litigation, Elementary Secondary Education, Federal Legislation, Governance, Parent Attitudes, *Public Opinion, Questionnaires, *School Community Relationship, *School District Autonomy, School Superintendents, State School District Relationship, Surveys

Identifiers—*Illinois

It is essential that school board members understand the important role that public sentiment plays both in the management of the public schools and in the determination of legislated powers of local school boards. The 14 articles from the "Illinois School Board Journal" presented here were chosen for the light they shed on public opinion. The articles are grouped under three headings—local control, school management, and the determination of public opinion. Collectively, the selections provide an overview of the impact that public sentiment has on the schools, ways to assess attitudes in the local community, and how to use opinion research data in decision-making. (Author/IRT)

ED 140 447 EA 009 608

Riley, Gary L., Ed. Baldridge, J. Victor, Ed.

Governing Academic Organizations: New Problems, New Perspectives.

Pub Date 77

Note—347p.

Available from—McCutchan Publishing Corporation, P.O. Box 1292, Berkeley, California 94701 (\$14.00, quantity discounts)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Boards of Education, *Collective Bargaining, *College Faculty, Colleges, Educational Administration, Educational Change, Educational Finance, *Educational Innovation, Federal Legislation, *Governance, *Higher Education, Organizations (Groups), Power Structure, School Law, *State Legislation, Students, Universities

The present book catalogs and studies the major trends in academic governance, including some trends that persist from earlier times as well as new issues that have emerged. The book discusses internal governance but places it within the context of environmental policies, issues, and trends. Included are articles appearing for the first time in published form, several written especially for this book, and some classics in the field fundamental to understanding the characteristics of academic organizations. Part 1 views colleges and universities as complex organizations and addresses the controversial issue of institutional diversity in higher education. Part 2 offers argument on both sides of the issue of innovation and identifies several factors that are empirically related to innovation, academic reform, and institu-

tional change. Part 3 shows the boundaries and constraints imposed by the public, the law, and the problems of multicampus administration. Part 4 discusses the role of the "estates"—the students, administrators, faculty, and trustees who have vested interests in institutional policies and practices. Finally, Part 5 offers largely data-based discussions of collective bargaining in higher education. (Author)

ED 140 448 EA 009 610

Cornett, Joe D. Askins, Billy E.

Open School Evaluation System.

Learning Concepts, Austin, Tex.

Pub Date 75

Note—21p.

Available from—Learning Concepts, 2501 North Lamar, Austin, Texas 78705 (\$3.95)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Evaluation Methods, Guidelines, *Measurement Instruments, *Open Education, *Parent Attitudes, *Program Descriptions, Program Evaluation, *Teacher Attitudes

The program under discussion, the "Open School Evaluation System," consists of three instruments: "Inventory of School Openness," "Open School Teacher Attitude Scale," and "Open School Parent Attitude Scale." These three instruments are designed to evaluate the degree of openness being practiced by a given school, school personnel attitudes toward the assumptions of open education, and parental attitudes toward the assumptions of open education. Discussed are the program's validity, reliability, administration, scoring, and reporting procedures. The three instruments are not included in this booklet. (Author/IRT)

ED 140 449 EA 009 612

Green, John S. Larick, Keith T., Jr.

Doing Something About Educational Failure: A System for Educational Improvement Through Community Involvement.

Pub Date 77

Note—121p.

Available from—Instructional Systems Marketing Counsel, P.O. Box 49322, Los Angeles, California 90049 (\$8.95, plus 3% shipping and handling)

Document Not Available from EDRS.

Descriptors—*Citizen Participation, *Community Involvement, *Educational Objectives, *Educational Planning, Elementary Secondary Education, Failure Factors, *Guidelines, *Parent Participation, *Program Descriptions, School Systems, Students

After examining factors contributing to success and failure in the schools, the authors present a six-stage program for success—develop community-based goals, develop a district philosophy for implementing the goals, develop a framework of implementation policies, develop district-level learning objectives, develop instructional programs to implement the objectives in individual schools, and develop mechanisms and methods for monitoring results of instructional programs. Parent involvement is the most important factor in the program. Parents not only have a right to participate in determining what is taught and how it is taught, but they have responsibilities in this area. The bulk of the book outlines a method for introducing, developing, implementing, and monitoring the six-stage system. (Author/IRT)

ED 140 450 EA 009 613

Voluntary Support of Education 1974-75.

Council for Financial Aid to Education, New York, N.Y.

Spons Agency—Council for Advancement and Support of Education, Washington, D.C.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; National Association of Independent Schools, Boston, Mass.

Pub Date Apr 76

Note—132p. For related documents, see ED 077 332, ED 082 619, ED 100 224, and EA 009 614; Not available in hard copy due to small print size

Available from—Council for Financial Aid to Education, 680 Fifth Avenue, New York, New York 10019 (\$8.00 prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Finance, Elementary Secondary Education, Higher Education, Junior Colleges, Parochial Schools, *Private Colleges,

*Private Financial Support, *Private Schools, *State Colleges, *State Universities, *Tables (Data)

This is the 16th in a series of studies in educational philanthropy conducted by the Council for Financial Aid to Education since 1954-55. Roughly 1,000 institutions of higher education, both public and private, and 300 independent schools supplied the figures on which this report is based. This survey provides information on the voluntary financial support of educational institutions by source, purpose, and type of institution. Among the highlights of the report are that total support was down from 1973-74; support of private institutions was down although support was up for public institutions; support from individuals and foundations were both down; and, although the support for current operations was up 5 percent over 1973-74, giving for capital purposes, including endowment, was down by more than 15 percent. An appendix contains summary tables by class of institution. (Author/IRT)

ED 140 451 EA 009 614

Voluntary Support of Education 1975-76.

Council for Financial Aid to Education, New York, N.Y.

Spons Agency—Council for Advancement and Support of Education, Washington, D.C.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; National Association of Independent Schools, Boston, Mass.

Pub Date May 77

Note—141p. For related documents, see ED 077 332, ED 082 619, ED 100 224, and EA 009 613; Not available in hard copy due to small print size

Available from—Council for Financial Aid to Education, 680 Fifth Avenue, New York, New York 10019 (\$9.00 prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Finance, Elementary Secondary Education, Higher Education, Junior Colleges, Parochial Schools, *Private Colleges, *Private Financial Support, *Private Schools, *State Colleges, *State Universities, *Tables (Data)

This is the 17th in a series of studies in educational philanthropy conducted by the Council for Financial Aid to Education since 1954-55. Roughly 1,000 institutions of higher education, both public and private, and 300 independent schools supplied the figures on which this report is based. This survey provides information on the voluntary financial support of educational institutions by source, purpose, and type of institution. Among the highlights of the report are that the total voluntary support of all institutions of higher education is up sharply over 1974-75, that all classes of colleges and universities reported increased support, that alumni support rose twice as much as support from any other source, that support for capital purposes was more than double that for current operations, and that increased bequests accounted for half the dollar rise in support from individual donors. Support for private elementary and secondary schools also rose sharply over the previous year. An appendix contains summary tables by class of institution. (Author/IRT)

ED 140 452 EA 009 615

Availability of Non-Nutritious Foods in Alberta Schools. Research Bulletin 77-1.

Alberta Dept. of Education, Edmonton.

Pub Date 77

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Eating Habits, Elementary Secondary Education, Food, Food Service, *Food Standards, *Nutrition Instruction, *Surveys, *Vending Machines

Identifiers—Alberta, *Non Nutritious Foods

School authorities in a total of 68 Alberta school jurisdictions (representing 82 percent of the student population of the province) responded to a request for details about the availability in schools of nonnutritious foods—defined as food that contains minimal nutrients in proportion to number of calories. Foods that are commonly consumed at school are categorized into four groups according to their dental and nutritional values. Information provided by respondents is summarized in this report. The key findings are that vending machines, the majority of which dispense pop and other nonnutritious

items, are disallowed or strongly discouraged in the vast majority of elementary schools, but are present in about 40 percent of the junior high schools and 75 percent of the high schools. Described are the "Nutrition At School" programs sponsored by Alberta Agriculture that teach elementary school children the value of good nutrition. (MLF)

ED 140 453 EA 009 617

Schott, C.

School Vandalism in Alberta: An Investigation into the Nature, Costs, and Contributing Factors.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Spons Agency—Lethbridge Univ. (Alberta).

Pub Date Sep 76

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Building Design, Costs, Elementary Secondary Education, Individual Characteristics, *Prevention, Private Schools, Public Schools, *School Buildings, School Environment, *School Vandalism, Students, Tables (Data)

Identifiers—*Alberta

This report begins with an assessment of the status of vandalism in Alberta's schools, with particular emphasis on the costs of vandalism. Determination of the costs is made by school size and such factors as whether the school is rural or urban, public or private. Next an examination is made of the literature on the nature and causes of vandalism. After observing the difficulties in preventing vandalism, several proposals are made for dealing with the problem. These proposals consider such factors as building design, building use, and security systems. The study also attempted to ascertain qualitative differences between public and private schools that could account for the marked differences in losses caused by vandalism. Factors taken into consideration were school climate, cachement area, school-community relations, architectural design of the schools, and security provisions. No differences were found. Recommendations for the reduction of school vandalism are given. (Author/IRT)

ED 140 454 EA 009 618

General Report of the Alberta School Discipline Study, 1975-76.

Alberta Univ., Edmonton.

Spons Agency—Alberta Dept. of Education, Edmonton; Alberta School Trustees' Association, Edmonton; Alberta Teachers Association, Edmonton.

Pub Date [Apr 77]

Note—222p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Administrator Attitudes, *Discipline, Elementary Secondary Education, *Literature Reviews, *Parent Attitudes, Questionnaires, Rural Education, Rural Urban Differences, School Size, School Superintendents, School Surveys, Socioeconomic Influences, *Student Attitudes, Students, Tables (Data), *Teacher Attitudes, Urban Education

Identifiers—*Alberta

This study originated as a result of public concern about standards of behavior. The purposes of the study were to ascertain what school discipline was in fact like and what it should be like, and to provide information to practitioners. An extensive review of the literature was conducted. Nine groups—principals, vice-principals, teachers, students, parents, superintendents, central office personnel, trustees, and regional office personnel—were surveyed. The reaction of the largest single group, a plurality of 41 percent of all participants, was that school discipline as it was in 1975-76 was just about right. Parents especially endorsed this view while trustees and teachers especially endorsed the second most popular view that discipline was a little lenient. Although groups differed one from another in their views, group differences were overshadowed by the diversity of views within any one group. The study found little differences in views on school discipline between participants associated with different grade levels and some differences between participants associated with urban and rural schools. Participants felt that large elementary schools were associated with discipline problems. (Author/IRT)

ED 140 455

EA 009 619

Dolan, Floyd G.

Reasonable Cause for Dismissal of Teachers.

Pub Date 3 Jun 77

Note—25p.; Paper presented at the Kansas School Attorneys Association/Kansas Association of School Boards School Law Seminar (Topeka, Kansas, June 3-4, 1977).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Boards of Education, Constitutional Law, Corporal Punishment, *Court Litigation, Elementary Secondary Education, State Legislation, *Teacher Behavior, *Teacher Dismissal, Teacher Strikes

The speaker examines a cross-section of the cases illustrating reasonable cause for dismissal of teachers. He considers teacher behavior both in and out of the schools in covering such topics as insubordination, cruelty, personal appearance, curriculum decisions, immoral behavior, political activity, illegal strikes, and criminal conduct. Court decisions suggest that board members have the authority and the duty to act to dismiss a teacher if that teacher's behavior is a threat to the school community. The speaker recommends that boards follow their written policies, follow state statutes, seek legal counsel, and recognize and respect the teacher's constitutional rights. (Author/IRT)

ED 140 456

EA 009 620

Doob, Heather S.

Teacher Performance Contracts, ERS Research Brief.

Educational Research Service, Arlington, Va.

Pub Date 74

Note—27p.

Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 (\$5.00, payment must accompany orders of less than \$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Educational Innovation, Elementary Secondary Education, *Experimental Programs, Federal Programs, *Mathematics Instruction, Parent Participation, *Performance Contracts, *Program Descriptions, Program Evaluation, *Reading Programs, Salary Differentials, Tables (Data), Teachers, Teacher Salaries

After discussing the controversies surrounding attempts at "external" performance contracting—agreements negotiated between local educational authorities and private educational firms—this document describes five "local" programs—agreements negotiated between a local educational authority and its own teachers—involving nine school districts. The programs are the Office of Economic Opportunity (OEO) "incentive-only" teacher performance contracts in Mesa (Arizona) and Stockton (California); the U.S. Office of Education (USOE) experiments in teacher and parent/teacher incentive contracts in Cincinnati (Ohio), Jacksonville (Florida), San Antonio (Texas), and Oakland (California); and locally devised teacher performance contract programs in Keokuk (Iowa), Menominee (Michigan), and Cherry Creek (Colorado). The evaluations of the programs summarized here have come to different conclusions. On the basis of the limited research available to date, it would appear that locally devised programs of this type have been more successful than the experimental programs established by OEO and USOE. A more conclusive assessment must await the results of further carefully designed and evaluated research. (Author/IRT)

ED 140 457

EA 009 621

Tognetti, Ann

The Evaluation of Instructional Programs, ERS Annotated Bibliography.

Educational Research Service, Arlington, Va.

Pub Date 74

Note—48p.

Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 (\$5.00, orders under \$10.00 must be prepaid)

Document Not Available from EDRS.

Descriptors—Adult Education, *Annotated Bibliographies, *Curriculum Development, Curriculum Evaluation, Educational Research, Elementary Secondary Education, Formative Evaluation, *Instructional Programs, *Literature Reviews, Preschool Education, *Program Evaluation

Documents included in this bibliography contain descriptions and analyses of strategies, techniques, problems, and issues of program evaluation as well as substantive research findings or recommendations. Many of the 269 documents contain their own bibliographies. Documents are organized alphabetically by author (or by title where no author is given) in three major sections. Grouped under the heading "General" are included general, descriptive materials about evaluation. The section titled "Methodology" contains documents outlining criteria, guidelines, procedures, and instruments for evaluation; models (theoretical and practical); content of training sessions on evaluation; surveys to determine what kinds of information various decision-makers should know; sources listing evaluative studies; and aids for writing evaluation reports. The third section, "Case Studies," contains descriptions and reports of the application of some of the models and procedures described in the section on methodology. An index is provided to assist in the identification of all entries touching on specific topics. (Author/MLF)

ED 140 458

EA 009 623

Stemnock, Suzanne K.

Summary of Research on Size of Schools and School Districts, ERS Research Brief.

Educational Research Service, Arlington, Va.

Pub Date 74

Note—65p.

Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 (\$6.00, orders under \$10.00 must be prepaid)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Curricular Activities, College Bound Students, Decentralization, *Educational Research, Elementary Secondary Education, Expenditure Per Student, Guidelines, Intermediate Administrative Units, *Literature Reviews, Professional Personnel, *School Districts, *School Organization, School Redistricting, *School Size, *Small Schools, Special Services, Student Teacher Relationship

Professional opinion and major research studies on the recommended sizes for school and school districts are summarized in this review. Definitive recommendations are not attempted, but the review does provide educational decision-makers with an insight into the thinking of others on these questions. The first section of the two-part study reviews research and opinion dealing with attempts to define an ideal size for school buildings at various instructional levels. Aspects of the school size question examined are the size of existing schools using the latest data available; local school system guidelines on school size; a review of research related to the size of elementary, middle, junior high, and senior high schools; literature on minimizing the shortcomings of schools that are too small or too large; and suggestions in recent professional literature for eliminating underutilization of schools as a result of enrollment declines. The second section examines research and opinion on the size of intermediate and local school districts. Although the greater number of documents deal with school size recommendations, the larger portion of recent research data focuses on school district size. (Author/MLF)

ED 140 459

EA 009 624

Stemnock, Suzanne K.

Guidelines for School Staffing Ratios, ERS Report.

Educational Research Service, Arlington, Va.

Pub Date 74

Note—87p.

Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 (\$6.00, payment must accompany orders of less than \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Assistant Principals, Bibliographies, Clerical Workers, Elementary Education, Food Service Workers, *Guidelines, Junior High Schools, Kindergarten, Librarians, Middle Schools, Paraprofessional School Personnel, Principals, Ratios (Mathematics), School Nurses, School Secretaries, School Superintendents, Senior High Schools, *Student Teacher Ratio, Tables (Data)

Since early in this century educators have been proposing staffing formulas they believe will

facilitate educational quality. The resulting guidelines represent a wide range of recommendations—from the possible to the utopian. School boards, teachers' groups, administrators, consultants, and taxpayers thus have a range of choices among the recommendations presented herein. In any situation, however, three factors will affect their choices of guidelines: the needs of the pupils, the availability of qualified personnel, and the funds available. This report contains no concise summary of low, high, and/or typical recommendations for each position. Several factors make it impossible to compare accurately and fairly the recommendations within the 32 tables—various measures are used in the ratios; the titles used to group information may not represent comparable responsibilities; because it is not always known whether a given ratio represents the author's recommendation for minimum, adequate, or optimum staffing, dissimilar ratios might be compared; and recommended ratios are influenced by the supply of educational personnel and the prevailing practices. A bibliography is included. (Author/IRT)

ED 140 460

EA 009 625

Estes, Bruce H.

Coordination: A Conceptual Model and Practical Consideration.

Pub Date Dec 76

Note—30p.; Paper delivered to the Education Commission of the States' National Seminar on State Capacity Building

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Coordination, Elementary Secondary Education, *Guidelines, *Interagency Coordination, Models, Organization, *Organizations (Groups), Program Descriptions

A reasonably precise and measurable definition of coordination is that coordination is the exchange of needed resources between two organizations. The Early Childhood Development Division in Texas evaluated how and why coordination begins and is maintained over time in groups of two organizations and in networks of many organizations. In studying the pairs of organizations it was found that four factors needed to exist before organizations would exchange resources—awareness, resource dependence, domain consensus, and problem commitment of goal similarity. Among the major findings of the study were that coordination occurs primarily as a rational response to a need for resources necessary to achieve certain organizational goals; that organizations that have something in common are more likely to coordinate than are those with nothing in common; that successful relationships are likely to emerge incrementally and to grow with small, successful encounters; and that the effectiveness of coordination can be measured by the amount of resources available as a result of coordination, by the attitudes of the partners, by reduction in competition between agencies, and through formalization of communication. An eight-step planning process for improving interagency coordination is included. (Author/IRT)

ED 140 461

EA 009 626

Bursalioglu, Ziya

Competencies of the Educational Administrator: A Study of the Competencies of the Principals of Normal Schools in Turkey.

Spons Agency—CFK, Ltd., Denver, Colo.

Pub Date May 77

Note—4p.

Journal Cit—CCBC Notebook; v6 n3 pp3-5 May 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Evaluation, Educational Research, Elementary Secondary Education, *Evaluation Methods, *Job Skills, *Principals, Skill Analysis, Skills

Identifiers—*Turkey

The basic purpose of the study described here was the identification of competencies (skills) of principals of normal schools in Turkey in order to put together effective competency-based training programs for school administrators. Competencies were identified and ranked according to evaluations (perceptions) of the principals themselves, their teachers, and their supervisors. An evaluative model generated data intended for use in job analysis and administrator selection, appointment, and promotion. The methodology and model utilized in this study can be used for comparative analysis, since it involves common competencies in administrative processes. (Author)

ED 140 462

EA 009 627

Mann, Dale

The Competency-Based Preparation of Administrators at Teachers College, Columbia University.

Spons Agency—CFK, Ltd., Denver, Colo.

Pub Date May 77

Note—14p.; Not available in hard copy due to light print of original document

Journal Cit—CCBC Notebook; v6 n3 p 6-14 May 1977

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrator Education, Curriculum, Higher Education, *Leadership, *Performance Based Education, *Program Descriptions, Skills

Identifiers—*Columbia University Teachers College

The Teachers College competency-based program for training educational administrators seeks to create an informed educational leadership that can improve educational situations. This leadership is trained in the use of theories and techniques about the practice of administration in institutional and policy settings. Each student creates a program that includes study in four major subject components—organizational behavior, management science, institutional analysis and action, and policy analysis and action. Sample pages from the department's framework of competencies are included. (Author/IRT)

ED 140 463

EA 009 628

Integration Through an Internship—Special Education and General Education.

University Council for Educational Administration, Columbus, Ohio.

Pub Date May 77

Note—5p.

Journal Cit—UCEA Review; v18 n3 pp16-19 May 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Education, Doctoral Programs, *Educational Administration, Federal Programs, Higher Education, *Internship Programs, *National Organizations, *Professional Associations, Program Descriptions, *Special Education

Identifiers—*National Level Internship Program

The National Level Internship Program (NLIP) is a full-time field experience of one calendar year for eight selected doctoral candidates in special and general education administration. This article describes the NLIP experience from two perspectives. First, general education administration students describe their experiences working within the special education context and the special education interns describe their experiences within general education associations. Second, similarities and differences in university preparation program orientations are highlighted as the interns describe their practicum experience. (Author/IRT)

ED 140 464

EA 009 629

Mitchell, Ceannie McSpadden, Lucy

An Examination of Admission Criteria for Graduate Students in Departments of Educational Administration.

University Council for Educational Administration, Columbus, Ohio.

Pub Date May 77

Note—7p.

Journal Cit—UCEA Review; v18 n3 pp20-25 May 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Education, *Admission Criteria, Affirmative Action, *Educational Opportunities, *Equal Education, *Graduate Study, Guidelines, Higher Education, Racial Discrimination, Sex Discrimination

Although all the implications of equal educational opportunity cannot be determined at the present time, schools of educational administration must stress the offensiveness of social injustice and commit themselves to the development of a culturally pluralistic society through the use of available institutional means. The 35 departments of educational administration that responded to the survey indicated that there is typically no special admission policy for minority persons, only six departments have any validation of their admission criteria, only eight have obtained professional opinions as to the legality of their criteria, 14 departments have explicit standards for measurable criteria and 19 departments

do not, and exceptions are made for candidates who do not meet specific criteria. As positive steps, departments might determine the particular market they are preparing administrators for as a means of helping adopt admission criteria, conduct some type of formalized study to determine what relationship exists between admission criteria and successful completion of the program, and consider if departments want to use a specially constructed standardized test with a national norm. (Author/IRT)

ED 140 465

EA 009 631

Energy Cost and Consumption Audit Program. 1975-76 Report.

Energy Task Force, Washington, D.C.

Spons Agency—American Council on Education, Washington, D.C.; Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.; EXXON Corp., New York, N.Y.; National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date 77

Note—90p.

Available from—Association of Physical Plant Administrators of Universities and Colleges, Eleven Dupont Circle, Suite 250, Washington, D.C. 20036 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Accounting, Building Operation, *Comparative Analysis, Educational Facilities, *Energy Conservation, *Fuel Consumption, Fuels, *Heating, Higher Education, Measurement, School Maintenance, Tables (Data), Unit Costs

Results reported in this document were obtained from a questionnaire distributed to higher education business officers and physical plant directors requesting information on total campus and individual building energy cost and consumption for the fiscal year July 1, 1975, through June 30, 1976. Usable reports were received from 330 (22 percent) of the respondents. Comparative data to identify the impact of purchased energy are correlated with such factors as degree days, square footage, program level, and student enrollment. The questionnaire included a section requesting information on building energy consumption for nine classifications of facilities. The reported results are intended to provide institutions of higher education with a frame of reference on energy consumption that will assist in the identification of those facilities that appear to have abnormally high energy consumption and thus are in need of concentrated energy analysis and action. (Author/MLF)

ED 140 466

EA 009 632

Decision Criteria and Policy for School Consolidation. Final Report. MRI Project RA-115-D(1).

Midwest Research Inst., Kansas City, Mo.

Spons Agency—Kansas City School District, Mo.

Pub Date 15 Mar 74

Note—37p.; Some charts may not reproduce clearly due to marginal legibility of original; For a related document, see ED 119 296

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Boards of Education, *Consolidated Schools, *Decision Making, Educational Finance, Elementary Secondary Education, Facility Utilization Research, *Models, *Policy Formation, *School Buildings, *School Closing, Space Utilization, Tables (Data)

Identifiers—*Kansas City Public Schools KS

The objectives of this study were to assist the Kansas City School District in the formulation of policy on the consolidation and closing of schools, development of objective criteria to aid decision-making on these issues, and specification of procedures for the implementing of such policy and policy decisions. The decision model developed had ten criteria ranked in order of importance—achievement levels in the schools, facility cost per pupil, space per pupil, teacher load, racial or minority balance, age and general condition of the buildings, auxiliary facilities, commuting distance, number of pupils, and fuel requirements. The model was formulated as an additive function of the deviations from standard on each of the criteria, adjusted by the weighting algorithm to yield a single, composite "Index for Retention." The model and the ranking for all elementary schools are contained in the appendices. The proposed board of education policy statement and a policy for implementation are also included. (Author/IRT)

ED 140 467

EA 009 633

Murphy, Jerome T.

Musings on Paul Peterson's "School Politics Chicago Style" and on the Utility of Decision-Making Models.

Pub Date 5 Apr 77

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conceptual Schemes, *Decision Making, Elementary Secondary Education, *Models, *Public Policy

Identifiers—Illinois (Chicago), *Peterson (Paul E.), *School Politics Chicago Style

In "School Politics Chicago Style," Paul E. Peterson is quick to credit Graham Allison's work. There are major differences between them, however. The authors reach different conclusions about the role of rationality and bargaining because they use different definitions, because of the influence of the dominant mode of thinking at the time they wrote, because of the differing character of the puzzles examined, and because of the questions the analysts wanted to answer and why they wanted to answer them. Three lessons can be learned from efforts to apply models to decision-making. First, alternative models hold out the possibility of a better, if not more complicated, understanding of how decisions are actually made and how programs are actually implemented. Second, models have added measurably to the complexity of conducting policy research. Third, the utility of a model depends in part on the personal judgments of the analyst on what is important and appropriate for study. Models of decision-making, whether frustrating or not, have helped analysts gain a deeper understanding of society and its study, and they are essential for the further development of policy analysis. (Author/IRT)

ED 140 468

EA 009 634

Krajewski, Robert J.

Role Implications of a Rank Ordering Process by Elementary Principals.

Pub Date Apr 77

Note—16p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Las Vegas, Nevada, April 18-22, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Attitudes, *Administrator Role, Curriculum, Discipline, Elementary Education, *Principals, *Role Perception, Supervisors, Tables (Data), Teacher Attitudes

Identifiers—Texas

To obtain a realistic understanding of the supervisory role perception of the elementary principal, a 10-item questionnaire was sent to 400 elementary principals and teachers throughout Texas. They rank ordered both real and ideal role dimensions and agreed that the role is not what it should be. Principals now serve as disciplinarians but do not wish to do so. Both teachers and principals would like to see the principal as a staff selector/orientor. Neither group was too anxious to see the principal as an evaluator, although teachers felt that principals carry out this role more than principals believe they do. In conclusion, both principals (very strongly) and teachers want the principal's role as instructional and curriculum supervisor to be more pronounced than it presently is. (Author)

ED 140 469

EA 009 635

Faust, Russell Weidner

An Investigation of Relationships Between Fifth Grade Students' Perception of the Physical Classroom Environment and Observed Environmental Factors.

Pub Date 76

Note—247p.; Ph.D. Dissertation, Columbia University

*Available from—Xerox University Microfilms, International. Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,772; Academic price \$7.50 Microform, \$15.00 Xerographic; Other \$10.00 Microform, \$20.00 Xerographic)

Document Not Available from EDRS.

Descriptors—Acoustical Environment, *Classroom Design, *Classroom Environment, *Classroom Observation Techniques, Doctoral Theses, Elementary Education, Environmental Influences, Environmental Research, Grade 5,

Perception, *Physical Environment, Psychological Needs, Space Orientation, *Student Reaction, Tables (Data), Thermal Environment, Visual Environment

An exploratory field study was conducted in 42 self-contained, elementary grade classrooms in 18 school buildings. Subjects were 1,030 fifth-grade students. The purpose of the study was to determine the range of physical environmental conditions in the classrooms; and how students' perceptions of the physical environment (1) describe the characteristics of the classrooms, (2) correlate with observed physical environmental conditions, and (3) correlate with students' general satisfaction with school. Physical environmental factors defined include thermal, visual, acoustical, spatial, and aesthetic variables. Every classroom was observed to have one or more unsatisfactory physical characteristic. Subjects' responses indicate that fifth-grade students demonstrate objective and discriminating perception of environmental factors. Students' perceptual responses support the observation that the focus of classroom design should be on qualitative rather than quantitative dimensions of the thermal and visual environment. The strength of students' responses also indicate paramount awareness of aesthetic, spatial, and acoustical stimuli—those factors of the physical environment that have a psychological effect on the individual. (Author/MLF)

ED 140 470 EA 009 638

A Cost-Benefit Study of the Alberta Correspondence School.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date Apr 77

Note—375p.; Some tables and parts of Appendixes may not reproduce clearly due to small type size.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Academic Achievement, *Correspondence Schools, *Correspondence Study, Cost Effectiveness, Program Costs, *Program Effectiveness, *Program Evaluation, *Secondary Education

Identifiers—Alberta, *Alberta Correspondence School

A cost-benefit analysis of the Alberta Correspondence School (ACS) concluded that at discount rates above 8 percent, high school by correspondence is less costly than regular high school and that the cost-benefit model was sensitive to variations in student completion rates and instructional costs. Three additional studies focused on specific costs of correspondence instruction at the ACS, including a study of instructional costs (particularly lesson-marking costs); a study of course preparation, printing, and distribution costs; and a study of the feasibility of continuing to operate a printing facility at the ACS. Finally, the effectiveness and efficiency of the ACS were examined by studying certified staff utilization, student motivation and feedback, the quality of the instructional program, prevailing attitudes toward correspondence study, student achievement patterns, and incentives for students to complete their studies. Findings of the studies found that the ACS program had a number of advantages over the regular instructional system in Alberta. (Author/JG)

ED 140 471 EA 009 639
A Study of Custodial Services Required by Schools in Athabasca County.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date 4 Jan 77

Note—49p.; Not available in hard copy due to small print of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Building Operation, *Cost Effectiveness, *Custodian Training, Educational Programs, Educational Research, Efficiency, Elementary Secondary Education, Manpower Utilization, *School Maintenance, Standards, *Task Analysis, Wages, *Work Simplification

Identifiers—Alberta (Athabasca County), Canada
This study examines the required levels of custodial services for schools in the County of Athabasca. Standard work units were described and applied to the tasks specified for each school. As a result, it was found that the level of custodial staffing is presently below requirements. Recommendations were set forth for increasing the custodial staff and for improving the overall

efficiency of the custodial program. Finally, a number of alternate ways of providing custodial service were identified. (Author/MLF)

ED 140 472 EA 009 640

School Facility Logistics: A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives.

Woods, Gordon and Co., Toronto (Ontario).

Spons Agency—Alberta Dept. of Education, Edmonton.

Pub Date Feb 77

Note—297p.; For a related document, see EA 009 641; Parts of appendix may be marginally legible due to small type

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Board of Education Role, Capital Outlay (for Fixed Assets), *Educational Finance, Elementary Secondary Education, Enrollment Projections, Facility Improvement, *Facility Planning, Futures (of Society), Relocatable Facilities, School Community Relationship, School Construction, *School Demography, *School Planning, *Shared Facilities

Identifiers—*Alberta

Alternatives to current provincial policies and procedures relating to school construction and its funding are identified and examined. The report sets out findings and recommendations in four sections. In the first section, School Facility Planning, Policies, and Procedures, school building is proposed as an integral part of shared community facilities. Various stages in the evolution from simple school house to sophisticated community facility are discussed. Section 2, School Population Projections, recommends the assessment of the most likely economic prospects for Alberta and an economically induced population forecast. A second task is seen as the development of the processes for disaggregation and dimensioning of projected provincial population changes into a regional context for each of the ten regional planning areas. Section 3, Sharing, Acquiring, and Disposing of Facilities, discusses the advantages and disadvantages of sharing facilities with other public organizations and also private enterprise. The various methods of acquiring facilities are examined. In section 4, School Facility Funding Alternatives, four new funding mechanism alternatives and a recommended utilization mechanism are examined. (Author/MLF)

ED 140 473 EA 009 641

School Facility Logistics: A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives. Executive Summary.

Woods, Gordon and Co., Toronto (Ontario).

Spons Agency—Alberta Dept. of Education, Edmonton.

Pub Date Feb 77

Note—21p.; For a related document, see EA 009 640

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Board of Education Role, Capital Outlay (for Fixed Assets), *Educational Finance, Elementary Secondary Education, Enrollment Projections, Facility Improvement, *Facility Planning, Futures (of Society), Relocatable Facilities, School Community Relationship, School Construction, *School Demography, *School Planning, *Shared Facilities

Identifiers—*Alberta

This document summarizes the findings and recommendations made in the study of alternatives to current provincial policies and procedures relating to school construction and its funding. Major areas of attention were construction policies, planning structures, alternatives to construction, and funding formulas. (Author/MLF)

ED 140 474 EA 009 642

Banta, Trudy W.

Evaluation of the Knox County (Tennessee) Extended School Year Program: A Team Effort.

Pub Date Apr 77

Note—28p.; Paper presented at the Annual Meeting of the American Education Research Association (New York, N.Y., April 4-8, 1976); For related documents, see ED 106 949, ED 123 757, and ED 132 703

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Attendance Patterns, Educational Innovation, Elementary Secondary Education, *Experimental Programs, *Extended School

Year, Parent Attitudes, Program Descriptions, *Program Evaluation, *School Calendars, Year Round Schools

Identifiers—*Knox County Schools TN, Quin-

quester Plan

A voluntary quinquennial plan for extending the school year was tried in five Knox County Tennessee schools. Ten University of Tennessee faculty members teamed to evaluate the program's K-12 curriculum revision, administration, public opinion, costs, student and staff morale, and student achievement. Achievement was not significantly influenced, but three-fourths of every group affected liked year-round operation. Nevertheless, only 12 percent of the eligible students attended the summer quinquennial, so the school board eliminated the program after its second year. The evaluation team concluded that the future of year-round education depends on selling summer attendance to the community and demonstrating student achievement gains. (Author)

ED 140 475 EA 009 643

Tesch, Renata

The Humanistic Approach to Educational Research.

Fielding Inst., Santa Barbara, Calif.

Pub Date Dec 75

Note—54p.; Best copy available

Available from—The Fielding Institute, 226 East de la Guerra, Santa Barbara, California 93101 (\$2.00, quantity discounts)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Action Research, Educational Problems, *Educational Research, Educational Researchers, *Research Methodology, *Research Problems, Scientific Research

Identifiers—*Humanistic Research

Action research is the process by which practitioners (such as teachers and principals) attempt to study their problems in context in order to more accurately evaluate them and to make informed decisions. The humanistic research approach not only revives useful action research strategies, but refines and revises them with the intent of making positive change in the human condition while taking into account the complexity of the human condition. This approach is in no way incompatible with traditional scientific research. Instead, it can be used to complement classical research. Essential characteristics of humanistic research are as follows: (1) the relevance and urgency of the problem takes precedence over methodological considerations; (2) the goal of humanistic research is the improvement of an unsatisfactory educational situation; (3) the humanistic researcher acknowledges his/her subjectivity; (4) humanistic research does not claim to be able to make generalizations; (5) with adequate training, individual educators will be able to conduct humanistic research on their own; (6) humanistic research cannot rely solely on statistical significance; and (7) this approach should not be used whenever rigorous scientific research is possible, since humanistic research will not contribute to theory formation. (Author)

ED 140 476 EA 009 645

Hou, J. Dan Carson, Warren B.

Alternative Measures of Local Wealth and Effort.

Illinois State Office of Education, Springfield. Dept. of Planning and Research.

Pub Date 77

Note—45p.

Available from—Center for the Study of Educational Finance, Department of Educational Administration, Illinois State University, 331 DeGarmo Hall, Normal, Illinois 61761 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Assessed Valuation, *Educational Finance, Elementary Secondary Education, *Equalization Aid, Expenditure Per Student, *Finance Reform, *Models, *State Aid, State School District Relationship, *Statistical Analysis, Tables (Data), Tax Rates

Identifiers—*Illinois

Under Illinois revenue equalizer school finance formula, school districts with the same operating tax rate are guaranteed the same operating expenditure level. However, with other factors held constant, it is harder for relatively low-income districts to pass referenda to raise their operating tax rates in order to gain a higher operating expenditure level under the revenue equalizer formula. This publication contains two articles that discuss two alternative school finance

mechanisms that are intended to provide equal access to available resources for relatively low-income districts. Chapter 1, which was written by J. Dan Hou, covers a study investigating the effects of four income weightings applied to assessed valuation on the distribution of Illinois state aid to education. Chapter 2 covers a study conducted jointly by J. Dan Hou and Warren B. Carson, which was designed to compare the effects of three separate income weightings applied to operating tax rates on the distribution of Illinois state aid to education. (Author/JG)

ED 140 477 EA 009 646

Singer, Norman M.

A Retrospective Analysis of the Development of Program Criteria.

Pub Date 8 Apr 77

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977); For a related document, see EA 009 650

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Exploration, *Curriculum Development, *Evaluation Criteria, *Instructional Materials, Junior High Schools, Middle Schools, Performance Criteria, *Program Evaluation, Research Criteria, Simulation

The director of a recently completed curriculum development project describes the project's need for product criteria to serve as guidelines for materials development. The background and context for criteria development involved the need to reconceptualize and redesign the contents and methods of career exploration activities envisioned for junior high and middle school students. This retrospective analysis describes (1) the background and context that required extensively revised criteria, (2) the deliberative steps taken by project staff to develop criteria for guiding development of instructional materials, (3) the actual criteria developed as a result, and (4) an interpretive summary and conclusion drawn from the analysis. The paper was presented as part of a symposium exploring the value of retrospective accounts of curriculum deliberation as a source of knowledge about the curriculum development process. (Author/MLF)

ED 140 478 EA 009 650

Altschuld, James W. Lave, Janice S.

A Retrospective Analysis of the Development of a Project Monitoring System.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 8 Apr 77

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977); For a related document, see EA 009 646

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Exploration, *Curriculum Development, *Evaluation Criteria, *Instructional Materials, Junior High Schools, Middle Schools, *Program Evaluation, Simulation

The assistant director of a recently completed curriculum development project, career education activities for junior high and middle school students, describes a solution to the quality-control problem the project faced and the deliberation that went into the design of a procedure for the periodic review of the quality of all materials under development. Also discussed are issues faced in the deliberation, how they were addressed, and the consequences of the review procedures for subsequent conduct of the project. The paper was presented as part of a symposium exploring the value of retrospective accounts of curriculum deliberation as a source of knowledge about the curriculum development process. (Author/MLF)

ED 140 479 EA 009 653

Food Service Programs for Children: An Annotated Bibliography. Library List No. 99.

National Agricultural Library (DOA), Washington, D.C.

Pub Date Jan 75

Note—79p.; Not available in hard copy due to small print of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Breakfast Programs, Elementary Secondary Education, Federal Legislation, *Federal Programs, *Food Service, Food Standards, *Lunch Programs, Nutrition, Sanitation

This annotated bibliography brings up-to-date National Agricultural Library lists that contain references on school food service programs for the years 1925 through July 1967. In addition, a retrospective search was made of materials acquired from August 1967 through December 1973 by the Library and Food and Nutrition Information and Educational Materials Center to select items for inclusion in this publication. Materials included related specifically to the National School Lunch Program, the School Breakfast Program, the Special Food Service Program for Children, and the Special Milk Program. Materials on the nutrition of children and nutrition education have been omitted except as they relate to the above programs. The citations are grouped under 14 topic categories and each of the 578 citations includes an accession number, the title, author, publisher and place or an abbreviated journal title, volume, issue and inclusive pagination, series number when appropriate, date of publication, call number, descriptor terms, and an abstract. A subject index concludes the bibliography. (Author/MLF)

ED 140 480 EA 009 654

Fogarty, James S.

Emerging Trends in Court Rulings Affecting Daily Operations of the Schools.

Pub Date 76

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Civil Liberties, Corporal Punishment, Court Cases, Court Litigation, *Due Process, Elementary Secondary Education, Higher Education, Homosexuality, Job Tenure, *School Integration, Search and Seizure, *Student Rights, *Supreme Court Litigation, *Suspension, Teachers

Traditionally, the public schools have been primarily within the domain of local administrators; however, over the past two decades, the courts have become involved more and more in decisions that affect daily operational procedures of the schools. The purpose of this paper is to examine current issues in educational law, including suspension, corporal punishment, search and seizure, teacher rights, school desegregation, and homosexual rights. The analysis is directed to a close examination of individual versus corporate rights in order to establish a "tone" of how the courts have been ruling. This examination allows some predictions to be made about future court actions. Relevant dissenting opinions are noted in the process of establishing the tone. Representative cases have been carefully selected from each area considered. It is not the writer's intent to give indepth coverage of any one topic but, rather, to provide insight based on a comprehensive view. (Author/IRT)

ED 140 481 EA 009 655

Sommerville, Joseph C.

Maximizing the Effectiveness of Leadership Inservice Education: An Operational Model.

Pub Date Aug 76

Note—13p.; Paper presented at the Annual National Conference of Professors of Educational Administration (30th, Knoxville, Tennessee, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, Administrator Education, Educational Change, Elementary Secondary Education, *Inservice Education, *Inservice Programs, Leadership, *Leadership Training, *Models, Program Effectiveness

This paper includes a functional model for upgrading the effectiveness of inservice training for school administrators. It is based on the writer's contention that most inservice programs for administrators do not relate to the leadership concerns of each participant, skills developed in those programs often are not applied to the participant's back-home school setting, the leadership behavior of the administrator is a key factor in stimulating or inhibiting meaningful change in the school, and a narrow focus—the participant's interests and skills—has been the thrust of most inservice programs rather than the multifaceted aspect of providing effective leadership for the institutions served by the participating administrators. The writing focuses on the school administrator as a barrier or a gateway to change in schools, some techniques of organizing leadership inservice education, the dynamic relationship between the administrator's inservice training and

the school he serves, and the Leadership Inservice Education Model (LIEM) for upgrading the effectiveness of inservice activities. The need for school systems to place a higher priority on inservice training for the administrator as a key to program improvement is emphasized. (Author/IRT)

ED 140 482 EA 009 656

Sullivan, Edmund V.

Kohlberg's Structuralism: A Critical Appraisal. Monograph Series/15.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 77

Note—48p.; For a related document, see SO 009 801

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada (\$2.95)

Document Not Available from EDRS.

Descriptors—*Developmental Stages, *Educational Philosophy, Elementary Secondary Education, Ethical Instruction, Ethical Values, *Human Development, Models, *Moral Development, *Moral Values

Identifiers—*Kohlberg (Lawrence), *Structuralism, Values Education

This monograph critically examines the growth metaphor advanced by Lawrence Kohlberg as it relates to the development of a moral ideology. Kohlberg's stage theory is viewed as an ideology—that is, as a "style of thinking." Much of the critique in this study is informed by a perspective called "critical social theory." While the perspective is not Marxian in the orthodox sense, it nevertheless draws from a treatment of the development of ideology that dramatizes differences in modes of thought not only in different historical periods but also in different cultures. Given some acquaintance with radical analysis, we can at least entertain the present popularity of both Kohlberg's and Piaget's structuralism as being a result of present historical-cultural demands. Kohlberg postulates a series of six stages and three levels in the development and articulation of moral judgment from childhood into adulthood. This critique focuses primarily on Kohlberg's stage-six man as the end point of morality and the ideal to which morality strives. Also questioned is the application of structuralism as a method of analysis to moral ideology. The implications for values education in the schools are considered. (Author/IRT)

ED 140 483 EA 009 657

Musella, Donald F. Joyce, H. Donald

The Elementary School Principal. An In-Basket Simulation Exercise.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 72

Note—40p.; For related documents, see ED 078 536, ED 079 807, ED 079 836, ED 082 347, ED 113 796, and EA 009 658-660

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$2.95)

Document Not Available from EDRS.

Descriptors—Administrator Education, Decision Making, Elementary Education, *Inservice Education, *Instructional Materials, *Interpersonal Relationship, *Principals, *Simulation

Identifiers—Canada, *In Basket Simulation

The simulation materials in this booklet have been presented in the form of problems encountered by the elementary school principal. The use of these materials can be directed to serve the following objectives: (1) improve skills related to the administrative processing of decision-making, supervision, planning, and problem-solving; (2) increase understanding of the organizational and social setting in which the administrative processes operate; (3) increase understanding of role theory and role relationships as well as interpersonal perception and cognition; (4) increase understanding of the administrative and leadership role as part of the greater organization and system; (5) increase understanding of self and others as part of interpersonal relationships within a group setting; (6) improve skills in interpersonal behavior and in fulfilling the leadership role with respect to working with others through a consensus model of operation; and (7) improve skills in the use of various models of problem-solving. There are many methods, procedures, and activities one could pursue in using these

materials. The objectives of the exercise that develop from the needs of the participants and the organization should determine the approach to be used. (Author/IRT)

ED 140 484 EA 009 658
Arikadi, Marjorie S. And Others
The Elementary School Consultant. An In-Basket Simulation Exercise.

Ontario Inst. for Studies in Education, Toronto.
Pub Date 74

Note—34p. For related documents, see ED 078 536, ED 079 807, ED 079 836, ED 082 347, ED 113 796, and EA 009 657-660

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$2.85)

Document Not Available from EDRS.

Descriptors—*Consultants, *Decision Making, Elementary Education, Inservice Education, *Instructional Materials, *Interpersonal Relationship, *Professional Education, *Simulation Identifiers—Canada, *In Basket Simulation

The simulation materials in this booklet have been presented in the form of problems encountered by the elementary school consultant. Their use can be directed to serve the following objectives: (1) improve skills related to the administrative and consultative processes of decision-making, supervision, planning, and problem-solving; (2) increase understanding of the organizational and social setting in which the administrative and policy-making processes operate; (3) increase understanding of role theory and role relationships as well as interpersonal perception and cognition; (4) increase understanding of the consultative and leadership roles as part of the larger organization and system; (5) increase understanding of self and others as part of interpersonal relationships within a group setting; (6) improve skills in interpersonal behavior and in fulfilling the leadership role with respect to working with others through various models of operation; (7) improve skill in the use of various models of problem-solving; and (8) improve understanding of the consultative role within the context of the classroom, school, and school board setting. (Author)

ED 140 485 EA 009 659
Musella, Donald F. Joyce, H. Donald

The Secondary School Division Chairman. An In-Basket Simulation Exercise.

Ontario Inst. for Studies in Education, Toronto.
Pub Date 74

Note—38p. For related documents, see EA 078 536, ED 079 807, ED 079 836, ED 082 347, ED 113 796, and EA 009 657-660

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$2.95)

Document Not Available from EDRS.

Descriptors—Administrator Education, *Decision Making, *Department Directors (School), *Inservice Education, *Instructional Materials, *Interpersonal Relationship, Secondary Education, *Simulation

Identifiers—Canada, *In Basket Simulation

The simulation materials in this booklet have been presented in the form of problems encountered by the secondary school division chairman. Their use can be directed to serve the following objectives: (1) improve skills related to the administrative processes of decision-making, supervision, planning, and problem-solving; (2) increase understanding of the organizational and social setting in which the administrative and policy development processes operate; (3) increase understanding of role theory and role relationships as well as interpersonal perception and cognition; (4) increase understanding of the administrative and leadership roles as part of the greater organization and system; (5) increase understanding of self and others as part of interpersonal relationships within a group setting; (6) improve skills in interpersonal behavior and in fulfilling the leadership role with respect to working with others through various models of operation; and (7) improve skills in the use of various models of problem-solving. (Author)

ED 140 486 EA 009 660
Musella, Donald F. Joyce, H. Donald

The School Board Trustee. An In-Basket Simulation Exercise.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 73

Note—42p. For related documents, see ED 078 536, ED 079 807, ED 079 836, ED 082 347, ED 113 796, and EA 009 657-659

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Boards of Education, *Decision Making, Elementary Secondary Education, *Inservice Education, *Instructional Materials, *Interpersonal Relationship, Professional Education, *Simulation

Identifiers—Canada, *In Basket Simulation

The simulation materials in this booklet have been presented in the form of problems encountered by the school board trustee. The use of these materials can be directed to serve the following objectives: (1) improve skills related to the administrative processes of decision-making, supervision, planning, and problem-solving; (2) increase understanding of the organizational and social setting in which the administrative and policy development processes operate; (3) increase understanding of role theory and role relationships as well as interpersonal perception and cognition; (4) increase understanding of the administrative and leadership role as part of the greater organization and system; (5) increase understanding of self and others as part of interpersonal relationships within a group setting; (6) improve skills in interpersonal behavior and in fulfilling the leadership role with respect to working with others through various models of operation; and (7) improve skills in the use of various models of problem-solving. (Author)

ED 140 487 EA 009 661
Ryan, Doris H. Joyce, H. Donald

The Complex Society: Its Implications for School Boards.

Ontario Inst. for Studies in Education, Toronto.
Dept. of Educational Administration.

Pub Date 74

Note—101p.

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$3.60)

Document Not Available from EDRS.

Descriptors—*Board of Education Role, *Boards of Education, *Community Involvement, Educational Alternatives, Educational Philosophy, Elementary Secondary Education, Personal Values, *School District Autonomy, School Districts, Social Change, Social Influences, *Social Values, *State School District Relationship, Urban Education

Identifiers—*Ontario, Ontario (Toronto)

This report is based on presentations and discussions at the eighth annual school board conference for trustees and administrators sponsored by the Department of Educational Administration of the Ontario Institute for Studies in Education and the Ontario School Trustees' Council. The purpose of the workshop conference was to examine specific problems confronting education as a consequence of societal changes and trends, to consider the potential conflict between personal values and societal values, and to suggest strategies whereby schools may make more effective contributions to the community and its children. Planning and discussion was organized around size and regional commonalities—Metropolitan Toronto boards, defined cities boards, larger boards (more than 20,000 pupils), smaller boards, and northern boards. The themes or issues that emerged were the issue of autonomy, autonomy in Metropolitan Toronto, emerging philosophies of education, meeting the needs of communities and individuals, and the changing role of the trustee. (Author/IRT)

ED 140 488 EA 009 663
Davis, John E. And Others

The Impact of Semestering on Selected Secondary Schools in Ontario. Semestering in Secondary Schools.

Ontario Dept. of Education, Toronto.

Report No.—ON00570

Pub Date 77

Note—207p. For a related document, see ED 136 439 and EA 009 543

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Administrator Attitudes, Decision Making, *Interpersonal Relationship, Models, Motivation, Principals, Questionnaires, School Schedules, School Size, Secondary Education, *Semester Division, Student Development, Student Participation, Students, Student Teacher Relationship, Tables (Data), *Teaching Methods, *Time Factors (Learning), *Trimester Schedules

Identifiers—*Ontario

The project was designed to assess the effects of full-credit semestering, half-credit semestering, and trimestering on the intellectual, social, and emotional growth of students in selected secondary schools in Ontario. The research focused on four major areas—the utilization of instructional time, interpersonal relationships, student achievement, and student motivation. The random samples of semestered schools consisted of seven full-credit, three half-credit, and one trimester. These schools were matched with 11 nonsemestered control schools along four variables—school size, size of community, certification of teachers, and median years of teaching experience of the staff. The major findings were that there was more variety in classroom methodology in full-credit schools than in nonsemestered schools, interpersonal relationships between students and teachers were more positive in all types of semesters than in nonsemester schools and semestering appeared to increase the motivation of some student groups but not of others. (Author/IRT)

ED 140 489 EA 009 664

Davies, Don

Citizen Participation: Quality and Impact.

Institute for Responsive Education, Boston, Mass.

Pub Date 77

Note—8p.

Journal Cit.—The Common; Apr/May 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Citizen Participation, *Citizens Councils, *Community Control, *Community Involvement, Decentralization, Democratic Values, Elementary Secondary Education, Political Power, School Community Relationship

There are many different forms of community involvement and citizen participation in the schools. But while the quantity is high, the quality and impact are lagging far behind. The author (who is president of the Institute for Responsive Education) advocates the reintroduction of democratic values into education. Through school-based management, many important aspects of decision-making can be decentralized to the school building level. Workable decentralization requires a sensible plan of checks and balances, and citizens councils can encourage its development. Currently, however, citizens councils seem ineffective, partly because they have been given little authority or assistance by school officials. The author also advocates community access to collective bargaining in the schools and educational program diversity to serve different interests in the community. (Author/DS)

ED 140 490 95 EA 009 665
Rossmiller, Richard A. Geske, Terry G.

Resource Allocation and Time Utilization in IGE and Non-IGE Schools. Technical Paper No. 410.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Contract—NE-C-00-3-0065

Note—92p. Report from the Project on Organization for Instruction and Administrative Arrangements: Tables and Appendices A and B may not reproduce clearly due to small type size

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Costs, Elementary Education, Expenditure Per Student, *Individualized Curriculum, Individualized Programs, Measurement Instruments, *Multiunit Schools, *Program Costs, Questionnaires, *Resource Allocations, Statistical Analysis, Tables (Data), Teachers, Teacher Salaries, *Time Factors (Learning)

Identifiers—*Individually Guided Education

This study addressed two basic questions: (1) Do individually guided education (IGE) schools cost more or exhibit different expenditure patterns than non-IGE schools? (2) Do instructional personnel in IGE schools allocate their time differently than instructional personnel in non-IGE

schools? Data were obtained from a random sample of 41 IGE schools and 15 pairs of matched IGE and non-IGE schools drawn from 13 states. Two instruments—the School Expenditure Data form and the Time Allocation of Instructional Personnel form—were developed and used to collect data for the study. Descriptive data were presented for the sample of 41 IGE schools and t-tests for dependent samples were calculated to determine if the difference between the means were significant for any of the school expenditure and time allocation categories for the matched pairs. IGE schools did not cost more than non-IGE schools. IGE schools spend more for instructional supplies and other supplies but less for textbooks than do non-IGE schools. Teachers in the IGE schools devoted significantly more time to one-to-one instruction and significantly less time to large-group instruction than did non-IGE teachers. (Author/IRT)

ED 140 491

EA 009 667

Sindt, Roger P.

Manufactured Housing—The Modular Home in Texas.

Texas A and M Univ., College Station, Texas. Real Estate Research Center.

Report No.—R-677-SC-17

Pub Date Jun 77

Note—18p.

Available from—Texas Real Estate Research Center, College of Agriculture, Texas A&M University, College Station, Texas 77843 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Zoning, Financial Policy, Futures (of Society), *Housing Industry, Legislation, *Modular Building Design, Population Trends, *Prefabrication, *Relocatable Facilities, Surveys, Unit Costs

Identifiers—*Texas

This report deals principally with modular homes (permanently sited structures) although it also presents some recent information on mobile homes. In 1976, modular home construction companies were surveyed in Texas and across the United States to assess the extent of their construction activity and market penetration and to gather some insight into the future of modular residential construction. A questionnaire was sent to 196 manufacturers. Of these, 77 responses were received and 48 had useable information. One manufacturer was producing units to be used as motels, schools, and townhouses. Information requested covered a wide range of topics including individual construction techniques, square footages, features, per-unit costs, financing methods, sales and aggregation of markets, average shipping distances, unit merchandising, and assessment of effects of added government regulation, emerging trends, and indications of the nature and extent of future industry problems. (Author/MLF)

ED 140 492

EA 009 668

Roerck, Jane E.

Management Techniques for Elementary Level Interest Centers.

Pub Date May 77

Note—41p.; Paper in partial requirement for Masters of Science Degree in Curriculum and Instruction, University of Wisconsin-Madison

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Centers of Interest, *Class Management, Class Organization, Elementary Education, *Student Attitudes, Student Behavior, *Student Interests, Tables (Data), *Teaching Methods

The purpose of the study reported was to determine the best ways to manage interest centers in the elementary classroom. The study considered six techniques of assigning students to interest centers—teacher assignment, in which children were asked by their teacher to work at the center on a certain day; daily sign-up, in which children were allowed to choose at the beginning of the day whether they would like to visit the center; weekly sign-up, in which students picked the day they would like to visit the center; partner sign-up, in which the weekly sign-up format was followed with the additional consideration that students signed up with a friend; non-sign-up center, in which children were given six days in which to visit the center but no sign-ups were held; and the small-group center, in which three or four students were assigned to the center to complete a task as a group. The group studied

was made up of 17 students, nine in grade 4 and eight in grade 3. The most popular assignment methods were partner sign-up and group center. (Author/IRT)

ED 140 493

EA 009 669

Conference of Ministers of Education of African Member States Organized by Unesco with the Co-operation of OAU and ECA. (Lagos, Nigeria, 27 January-4 February 1976.) Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 14 Jun 76

Note—90p.; Not available in hard copy due to light print of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Conference Reports, Cultural Factors, *Developing Nations, *Educational Development, Educational Opportunities, *Educational Problems, Educational Quality, Elementary Secondary Education, Higher Education, Political Influences, *Regional Cooperation, Socioeconomic Influences

Identifiers—*Africa

The purpose of the conference was to review the development of education in Africa since the Conference of Ministers of Education held in Nairobi in 1968; to study the present trends in education in the region and the problems raised by the renewal of educational systems, giving due consideration to social, economic, and cultural development needs; and to define the problems calling for priority treatment and to establish guidelines for activities in the field of educational development and renewal, both at the level of the member states and in the framework of regional and international cooperation. The General Report and the reports of the two commissions, and the declarations, resolutions, and recommendations adopted by the conference are presented. The appendixes contain the conference agenda, opening and closing speeches, and related information. (Author/IRT)

ED 140 494

EA 009 670

Cooley, William W. McGrail, Janet. Need for Research in Education.

Pub Date Apr 77

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Improvement, *Educational Research, Educational Researchers, Information Dissemination, Program Effectiveness, Program Evaluation, Research and Development Centers, *Research Methodology, *Research Needs, *Research Problems, *Research Utilization

Decision-oriented inquiries emanate from a specific need for information and are conducted under a number of constraints. Conclusion-oriented research originates with the researcher and can be pursued in ways decided on by the researcher. Two examples of decision-oriented evaluation studies conducted by school districts and the relationships between these studies and conclusion-oriented work are given to illustrate the kinds of contributions that conclusion-oriented investigations can make to program evaluations conducted at the local level. The products of conclusion-oriented work can best be incorporated into school-based evaluation efforts through better communication by conclusion-oriented researchers and some collaborative relationships between the two groups of researchers. The National Institute of Education (NIE) can assist in improving the exchange of information by studies of the communication problem, and building communication networks. (MLF)

ED 140 495

EA 009 672

Lysiak, Fae And Others

Computer Assisted Instruction, 1975-76 Evaluation Report. A Title I Program. Revised.

Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.

Pub Date Sep 76

Note—101p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, *Computer Assisted Instruction, *Educationally Disadvantaged, Elementary Education, Individual

ized Instruction, Language Arts, *Mathematics Instruction, Middle Schools, *Program Evaluation, Questionnaires, *Reading Instruction, Statistical Analysis, Student Attitudes, Tables (Data), Teacher Attitudes, Test Results

Identifiers—*Computer Curriculum Corporation

The computer assisted instruction (CAI) program studied was implemented in eight elementary and four middle schools. The drill and practice program focused on reading and mathematics skills using a computerized curriculum developed by the Computer Curriculum Corporation. Students, qualifying under Title I guidelines, in grades 3-7 were provided with ten minutes of practice daily. The weight of the data support CAI. Students made at least a month gain per month of instruction on the computer curricula: middle school CAI students made significantly higher standardized test gains than did non-CAI students. Both CAI and control programs were equally effective in achieving reading gains. Elementary mathematics gains generally favored CAI students. Elementary teacher responses to questionnaires indicated that the teachers perceive CAI as beneficial to student achievement; middle school teachers were less positive but still moderately supportive. Student responses to questionnaires indicated that they perceived CAI drill and practice as personally beneficial and as an enjoyable activity. (Author/IRT)

ED 140 496

EA 009 673

Evans, Charles L.

Elementary Magnet Plan Evaluation, 1975-76.

Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.

Pub Date Nov 76

Note—69p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Achievement, *Administrative Attitudes, *Alternative Schools, Elementary Education, Mathematics, Neighborhood Schools, *Parent Attitudes, Principals, Reading Achievement, Student Placement, *Superior Students, *Teacher Attitudes

Identifiers—Fort Worth Independent School District TX, *Magnet Schools

In the fall of 1975, students scoring at the 77th percentile and above on the ITBS were brought together with selected teachers in two magnet schools and four vanguard schools. The present report presents a comparison of the fall-to-spring achievement of the groups and the opinions of principals, teachers, and parents. Also provided is the complete synthesis of informal interviews conducted at mid-year with teachers, principals, and parents. Eight comparisons of achievement were made to assess the effect of the magnet-vanguard plan on the student's mathematics and reading skills at grades 4 and 5. Of these eight comparisons, five were not significant, two were significant favoring magnet students, and one was significant favoring both magnet and neighborhood students over vanguard students. All significant differences occurred at grade 4; none at grade 5. Magnet-vanguard teachers and principals favored the plan but strongly recommended a modification in the criteria for student placement. Regular classroom teachers' responses were mixed. Parents' opinions were most favorable. (Author/IRT)

ED 140 497

EA 009 674

Frey, William P.

The Impact of the Implementation Experience on an Educational Innovation.

Pub Date Apr 77

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adoption (Ideas), *Educational Change, *Educational Innovation, Elementary Education, Mathematics Instruction, Primary Education, Program Descriptions, Reading Instruction, Tables (Data)

The purpose of this study was to investigate the impact of the implementation experience on an educational innovation. The topic suggests that users impact innovations just as innovations impact the user. The study's paradigm for implementation has three components—program specifications, the procedures specified for the innovation; user practices, the ways the user performs the task prior to the introduction of the innovation; and operational characteristics, the actual manner in which the user operates the in-

novation. In this paradigm, implementation is conceived as a bilateral event: both the innovation and user are altered. Two types of mutual adaptations were identified in the elementary reading and mathematics programs examined—those that were mixtures of and those that were actually different from the related program specifications and user practices. Conditions affecting alterations to the programs were the non-dynamic features of the user's environment, the other programs that the user operates, emergent innovations, the incompleteness of the innovation, ramifications of other alternatives, and the evaluative judgments of the user. This study has clearly shown that the innovation was impacted during implementation. (Author/IRT)

ED 140 498

EA 009 676

Zeidner, Nancy I.

Private Elementary and Secondary Education: A Bibliography of Selected Publications (1950-1974).

Council for American Private Education, Washington, D.C.

Pub Date 76

Note—104p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Annotated Bibliographies, *Catholic Schools, Elementary Secondary Education, *Parochial Schools, *Private Schools, *Religious Education

The bibliography lists books and pamphlets dealing with private education, published or reprinted in the United States and England from 1950 through 1974. Each of the 866 entries is annotated by a series of terms describing the subject matter and author's approach. The entries are divided into nine major sections covering (1) general, descriptive, or philosophical points of view; (2) relationships that church-related schools have to the church; (3) ways in which local, state, and federal governments have influenced private education; (4) how particular religious groups conduct education; (5) alternative and free schools, and individual examples of private education; (6) administrative considerations; (7) teaching methods and materials, counseling programs, and recreational activities; (8) religious instruction; (9) specific tools for identifying other source materials pertinent to private education. A combined author/subject index concludes the bibliography. (MLF)

ED 140 499

EA 009 679

Blaschke, Charles L.

Dysfunctional Elements in the ESEA Title I Structure.

Pub Date Apr 77

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Evaluation, *Compensatory Education, Efficiency, Evaluation Criteria, Federal Aid, *Federal State Relationship, Government Role, *Interagency Coordination, Legislators, Program Effectiveness, Program Evaluation, *School Systems, State Departments of Education

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

A study was undertaken to identify and analyze dysfunctional elements in the administration of ESEA Title I, and to determine the impact of these elements on administrative behavior and program effectiveness at the local educational level. A model of administrative behavior and hypotheses was developed, and the literature reviewed for discrepancy analysis. Unpublished Office of Education studies were also reviewed, experts interviewed, and observations made. ESEA Title I rules and regulations must be radically changed. The study has already received the attention of those who formulate Title I policy, both within the Executive Branch and in the Congress. (Author)

ED 140 500

EA 009 682

A Study of the Effects of an Altered Workweek.

Wood Educational Consultants, Edmonton (Alberta).

Spons Agency—Alberta Dept. of Education, Edmonton.

Pub Date Feb 77

Note—601p.; Not available in hard copy due to small print size of many tables, charts, and graphs

EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, Behavioral Science Research, *Flexible Schedules, *Job Satisfaction, *Labor Force, Leisure Time, *Man Days, Organizational Change, Organizational Climate, Organizational Effectiveness, Perception, Sampling, Self Actualization, Statistical Surveys, Time Blocks, Work Environment, *Working Hours

Identifiers—Alberta

The purpose of this study was to examine the effects of organizational change arising from alterations in the structuring of the workweek. Data were collected from a stratified random sample of management and nonmanagement personnel employed within the various branches of the Alberta Department of Education. The sample consisted of 132 standard hours respondents, 37 compressed workweek respondents, and 227 flextime respondents. The study examined the respondents' (1) perceptions of job satisfaction and organizational performance, (2) family interaction and family relationships, (3) participation in various leisure activities, and (4) commuting patterns and travel arrangements. The nonmanagement personnel involved in altered workweeks indicated significantly more satisfaction with aspects of the job than the nonmanagement standard hours group. However, the two groups involved in altered workweeks noted a greater decline in participation in leisure activities and had experienced a significantly greater increase in boredom than did the standard hours group. The two groups involved in restructured workweeks made greater utilization of the public transit system and car pools than the standard hours group. (Author/MLF)

ED 140 501

EA 009 685

Hallak, J. And Others

Les sous-préfectures de Sikensi et Dabakala, Côte d'Ivoire. (The Regions of Sikensi and Dabakala, Ivory Coast.) Method de preparation de la carte scolaire: etudes de cas 9.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 76

Note—105p.; Some pages may be marginally legible due to small type; The text is in French Available from—IEP Publications, 7-9 rue Eugene-Delaurois, 75016 Paris, France (10.00 francs)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Design, Curriculum Planning, *Educational Planning, *Educational Research, *Educational Television, *Elementary Education, Feasibility Studies, Tables (Data) Identifiers—*Ivory Coast

This volume contains the results of the first study of the problems associated with using educational television in curriculum planning in the Ivory Coast. The study was conducted in two districts of this African country, one relatively developed and situated in the southern part of the country, and the other more characteristic of the poorer regions of the Ivory Coast. The authors developed a methodology particularly suited to studying the geographic, economic, demographic, and educational conditions characteristic of most of tropical Africa. This methodology can be applied generally to the whole Ivory Coast without great difficulty. It makes it possible to test the realism of the objectives of the plan for universal elementary education and the feasibility of the general applicability of educational television. (Author/DS)

ED 140 502

EA 009 687

Hugon, Philippe

Economie et enseignement a Madagascar. (Economy and Education in Madagascar.) Financement des systemes educatifs: etudes de cas Nationales 8.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 76

Note—407p.; Some tables may not reproduce clearly due to small print size; The text is in French

Available from—IEP Publications, 7-9 rue Eugene-Delaurois, 75016 Paris, France (10.00 francs)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Economic Development, Economics, *Educational Development, *Educational Finance, Elementary Secondary Education, Post Secondary Education, *Systems Analysis, Systems Development, Tables (Data) Identifiers—*Malagasy Republic

The purpose of this volume is to analyze the problems of school finance in Madagascar, including those that have arisen in the past decade and those anticipated in the present decade (through 1980). More generally, this book examines past and future connections between the economic and educational systems in Madagascar. The author examines the most apparent connections between economics and education, which can be discovered by quantitative analysis. He projects the future of these connections by structural explanations, and he shows how educational and economic systems are integrated in Madagascar society. (Author/DS)

ED 140 503

EA 009 690

Mann, Dale

A User-Driven Federally Supported System of School Improvement: Design Specifications.

Pub Date 8 Apr 77

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Change Strategies, Educational Change, *Educational Improvement, *Federal Aid, *Federal Programs, *Motivation Techniques, Organizational Development, Program Administration, School Personnel, Self Actualization, Specifications

The reconciliation of federal purposes (to bring change to those who do and those who don't welcome it) with a user-driven system (a system that maximizes user self-determination) is the basic paradox analyzed in this speech. One of the principles of organizational development is that unless the individual's perceived self-interest can be engaged, there will be no change. Several strategies available for federal officials to engage the self-interests of school personnel are the forcing, buying, persuading, manipulating, and reinforcing of change. The political feasibility of these strategies varies by the legitimacy necessary to sanction their use, and with attitudes versus behavior as a target for change. A number of features are suggested that would characterize a user-driven system and those features are related to the paradox. Two rules used in selecting these features are the determination of (1) what will maximize the prospects for successful change at the service delivery level (schools and classrooms), and (2) what can reasonably be assumed to be within reach of federal policy-makers and program administrators. (Author/MLF)

ED 140 504

95

EA 009 694

Erickson, Donald A. And Others

Recent Enrollment Trends in U.S. Nonpublic Schools: Final Report to the National Institute of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Contract—NIE-400-76-0076

Note—116p.; Table on page 10 may not reproduce due to small type size

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Catholic Schools, *Declining Enrollment, Elementary Secondary Education, Enrollment Influences, Enrollment Projections, Enrollment Rate, *Enrollment Trends, *National Surveys, Parochial Schools, *Private Schools, *Statistical Data, Tables (Data)

The purpose of this survey was to examine recent (since 1965) and projected enrollment trends in the nation's nonpublic schools and to explore the causes and consequences of these trends. Information on 14 groups of private and parochial schools was collected, although the authors emphasize that their research was not exhaustive. The results show an overall decline from the 1965-66 enrollment high point to 1976, although Catholic schools suffered a much greater enrollment decline than other private and parochial schools. Some varieties of nonpublic schools (such as private alternative schools) have gained enrollment across the ten-year period. The data show that with the exception of Catholic schools, enrollment decline has generally been resisted in nonpublic schools. The data indicate that during the past five years, the demand for nonpublic schools has taken a decided upturn.

especially for nonpublic schools that represent a strong protest against certain features of public education. On the basis of this data, the authors conclude that public disenchantment with the public schools is reaching serious proportions, particularly in some parts of the nation (the Deep South, Florida, and the Southwest). (Author/DS)

ED 140 505

EA 009 695

Norman, O. Gene, Comp.

School Law: A Selected Bibliography to Resources.

Indiana State Univ., Terre Haute. Library.

Pub Date Jan 77

Note—18p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Court Litigation, *Educational Legislation, Federal Legislation, Library Collections, *Reference Materials, *Resource Guides, *School Law, State Legislation, Supreme Court Litigation, University Libraries

Identifiers—Indiana State University

A bibliography containing annotated entries concentrates on school law but is relevant to all areas of law and court litigation. Entries are grouped under the following categories: (1) guides to legal research; (2) indexes; (3) law dictionaries, encyclopedias, directories, and handbooks; (4) federal statutes, reports, rules, and regulations; (5) state statutes, reports, rules, and regulations; (6) periodicals, annuals, loose-leaf services; and (7) three systems covering reported cases. Each entry is accompanied by the library call number and some entries are marked as being especially useful for school law classes. (MLF)

ED 140 506

EA 009 696

Hinman, Felicitas, Ed.

Collective Bargaining in California Public Education. SB 160—The Rodda Act.

California Univ., Los Angeles. Inst. of Industrial Relations.

Pub Date 76

Note—127p.; Policy and Practice Papers presented at a Statewide Conference (Los Angeles, California, December 5-6, 1975)

Available from—Institute of Industrial Relations, University of California, 405 Hilgard Avenue, Los Angeles, California 90024 (\$3.50)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrative Personnel, *Collective Bargaining, Community Colleges, Educational Legislation, Elementary Secondary Education, *Employer Employee Relationship, Junior Colleges, Nonprofessional Personnel, *Public Schools, *State Legislation, Teachers, Unions

Identifiers—*California, *Rodd Act (California)

This collection of papers examines different aspects of California's Rodda Act (Senate Bill 160), which went into effect in 1976. The act is intended to improve employer-employee relations and personnel management in California public schools and community colleges. This collective bargaining law, which replaces the Winton Act, provides for (1) the creation of an Educational Employment Relations Board; (2) exclusive recognition of a single employee union representing both teachers and classified staff; (3) good faith negotiations, including support of the act's impasse procedures; (4) the arbitration of grievances; (5) the explicit definition of mandatory subjects of negotiations, consultative areas for teachers, and reserved rights of management; and (6) recognition of mediation by both sides. The papers in this collection reflect mixed reactions, but uniformly indicate that it is too early yet to know how the law will actually function. Individual papers include an analysis of the statute, an outline of the national experience with collective bargaining, and the viewpoints of employers, employees, and the public of the Rodda Act. A glossary of terms and the text of the act are also included. (Author/DS)

ED 140 507

EA 009 698

Hall, Gene E.

A Longitudinal Investigation of Individual Implementation of Educational Innovations.

Pub Date 77

Note—27p.; Procedures for Adopting Educational Innovations Project. Paper presented at the Annual Meeting of the American Educa-

tional Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adoption (Ideas), College Teachers, Cross Sectional Studies, Educational Innovation, Elementary Education, Higher Education, Individual Development, Longitudinal Studies, Tables (Data), *Teacher Behavior

Identifiers—*Concerns Based Adoption Model

Implementation is a key factor in shaping school policies. The Procedures for Adopting Educational Innovations Project conducted longitudinal studies of innovation implementation based on the Concerns-Based Adoption Model (CBAM). A key dimension of CBAM, Levels of Use of the Innovation (LoU), was assessed in three longitudinal studies over a two-year period. The samples were approximately 190 elementary school teachers in three states implementing team teaching, approximately 160 university professors implementing instructional modules, and 45 elementary school teachers implementing the Science Curriculum Improvement Study. Data indicate that the hypothesized LoU exist and that individuals tend to move to Routine Level IVA, with this level becoming a basis for later refinement. Most individuals begin use at the Mechanical Level (LoU III), which is not necessarily resolved by the end of the first cycle of use. There is movement both up and down the levels, and institutional variables affect that movement. Implications are that evaluators should consider LoU in designing studies and interpreting data; staff developers can use LoU to individualize staff development activities; and policy-makers should provide prospective adopters of their innovations with information about the Levels of Use under which they obtained reported evaluation results. (Author)

ED 140 508

EA 009 700

Energy Conservation in New Building Design: An Impact Assessment of ASHRAE Standard 90-75. Conservation and Environment Buildings Programs. Conservation Number 43B.

American Society of Heating, Refrigerating, and Air Conditioning Engineers, New York, N.Y.; Federal Energy Administration, Washington, D.C.

Pub Date Aug 75

Note—347p.; Some tables may not reproduce clearly due to small type size

Available from—Superintendent of Documents, U.S. Government Office, Washington, D.C. 20402 (\$3.35)

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Air Conditioning Equipment, Air Flow, Architectural Elements, Architectural Research, *Building Design, Building Materials, Construction Industry, *Energy Conservation, *Evaluation, Facility Requirements, Futures (of Society), Heating, Heat Recovery, Illumination Levels, *Performance Specifications, Solar Radiation, *Standards, Tables (Data)

The American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE), has developed a document governing energy usage in all types of new construction: ASHRAE Standard 90-75: Energy Conservation in New Building Design (ASHRAE 90). To lay the foundation for an evaluation of ASHRAE 90, the Federal Energy Administration (FEA) retained Arthur D. Little, Inc. (ADL), to investigate the potential energy and economic impact the standard would have on the nation's construction industry. It was the intent of the study to quantify those impacts in the energy and economic sectors as well as possible, and to qualitatively assess their impact in the institutional sector. Within the report are many findings, observations, and recommendations concerning ASHRAE 90's effect on building energy consumption, its influences on physical changes in the buildings, its implications on the owning and operating costs of buildings, its potential impact on this nation's energy consumption in construction, its possible economic impact in several selected markets and participants within the construction sector, and its impact on building habitability. (Author/MLF)

ED 140 509

EA 009 704

Alternatives to School Disciplinary and Suspension Problems.

South Carolina State Dept. of Education, Columbia, Div. of Instruction.

Pub Date Jan 76

Note—32p.; Prepared by the Task Force on Alternatives to School Disciplinary and Suspension Problems

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Discipline Policy, *Discipline Problems, Due Process, Educational Programs, Elementary Secondary Education, Expulsion, Punishment, School Law, *State Legislation, *Student Rights, Students, *Suspension

Identifiers—*South Carolina

Policies and procedures for disciplining students should be designed to teach them responsibility, rather than simply punish them. Providing educational opportunities to behavioral deviants is a problem that does not have a simple solution. However, alternatives to suspension or expulsion must be attempted before these disciplinary actions are taken. This document describes alternatives to suspension, as well as suggesting ways in which discipline problems may be reduced. The legal rights of students (including due process in suspension and expulsion cases) are described, and South Carolina's statutes governing student discipline are included. (Author/DS)

ED 140 510

EA 009 708

Energy Conservation in the Food System: A Publications List.

Federal Energy Administration, Washington, D.C.

Office of Industrial Programs.

Pub Date May 76

Note—81p.; Page 9 may not reproduce due to small type size

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 041-018-00110-7, \$1.45)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Energy Conservation, *Food, *Food Handling Facilities, *Food Service Industry, Food Standards, Publications, Transportation

This report contains an annotated list of selected publications readily available to the public on how to conserve energy in the food system. It is divided into eight sections, six representing sectors of the food system, one for "transportation," and a section entitled "multiple sector application." There are citations in each section, however, that apply to more than one food system sector. Each publication reference (except those for magazines) includes the price and name and address of the organization that distributes it. Many of the documents are available from government agencies. (Author/MLF)

ED 140 511

95

EA 009 835

Options in Education, Program #85: The Courts and the Public Schools.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 11 Jul 77

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Constitutional Law, Due Process, *Educational Finance, Elementary Secondary Education, *Freedom of Speech, *School Integration, *School Law, Student Publications, *Student Rights, *Supreme Court Litigation

This publication is the complete transcript of a weekly radio program devoted to contemporary issues in American Education. This particular program focuses on the topic of the courts and their relationship to the public schools. Separate segments of the program discuss 1) a recent suit by a high school graduate who can't read and cases involving the use of local property taxes to finance schools, 2) the role of the courts in school desegregation, 3) the First Amendment as the courts have applied it to censorship of student publications, 4) student rights and the requirements governing due process in disciplinary cases, and 5) current trends in Supreme Court decisions involving schools and students. (JG)

EC

ED 140 512 EC 092 405

The National Advisory Committee on Hyperkinesia and Food Additives. Report to the Nutrition Foundation.

National Advisory Committee on Hyperkinesia and Food Additives.

Spons Agency—Nutrition Foundation, Inc., New York, N.Y.

Pub Date 1 Jun 75

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Problems, Biochemistry, Eating Habits, *Food, *Hyperactivity, *Nutrition, *Research Design, *Research Needs, Research Reviews (Publications)

Identifiers—*Feingold (B F)

Reviewed in the report is research on hyperkinesia, specifically B. Feingold's hypotheses on the role of salicylates and food additives. Criticisms of Feingold's studies are seen to include methodological weaknesses (no double blind controlled experiments), nutritional concerns over the adequacy of prescribed diets, and lack of a specifically focused hypothesis. Guidelines for experimental design are offered, and ethical considerations in future studies are discussed. (CL)

ED 140 513 EC 100 321

Hyman, Irma And Others

Get Up and Grow: A Handbook for Parents of Babies with Special Problems at Birth.

Meeting Street School, Providence, R.I.

Spons Agency—Northeast Area Learning Resource Center, Hightstown, N.J.

Pub Date [76]

Note—48p.

Available from—The Meeting Street School, 606 Waterman Avenue, East Providence, Rhode Island 02914 (Free while supply lasts)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Child Care, *Child Rearing, Infancy, *Parent Role, *Special Health Problems

Identifiers—*Parent Resources

Intended for parents, the booklet provides information on taking care of infants with special problems at birth. Three chapters cover the following age levels: 1 to 4 months, 5 to 8 months, and 7 to 10 months. Among topics considered are feeding, safety, and discipline. Toys are suggested for infants up to 12 months old. (SBH)

ED 140 514 EC 100 851

Cohen, Shirley Koehler, Nancy

Educating Severely Handicapped Children and Youth: Highlights of the 70's. A Selected Bibliography.

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Pub Date [76]

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, *Behavior Change, *Bibliographies, Communication (Thought Transfer), *Curriculum, Deaf Blind, Elementary Secondary Education, Emotionally Disturbed, Motor Development, Operant Conditioning, *Severely Handicapped, Teacher Education

The bibliography contains approximately 170 citations (1970 to 1976) on educating severely handicapped children and youth. References for articles and other resources are listed alphabetically by author within the following topic areas: general perspectives; program and curriculum planning (communication, motor development, and activities of daily living); special considerations for the severely handicapped adult; special considerations for the severely disturbed; special considerations for the deaf/blind; behavior modification; and teacher training. Names of books are listed separately by author. Information included in each citation covers author, title, source, date and page numbers. (CL)

ED 140 515 EC 100 852

Cohen, Shirley Koehler, Nancy

Fostering Positive Attitudes Toward the Handicapped: A Selected Bibliography of Multimedia Materials.

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Pub Date Apr 75

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitudes, Audiovisual Aids, *Bibliographies, Changing Attitudes, Films, *Handicapped Children, *Instructional Materials, Video Tape Recordings

Listed in the bibliography are 34 multimedia materials intended to foster positive attitudes toward the handicapped. Information on title, length, distributor, cost, and content is provided for the following types of materials: 16mm films, filmstrips and audiotapes, videocassettes, videotapes, slides, audiotapes, and records. (CL)

ED 140 516 EC 100 853

Cohen, Shirley Koehler, Nancy

Instructional Materials: A Bibliography for Their Selection, Evaluation and Use.

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Pub Date 75

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, Evaluation Methods, *General Education, *Instructional Materials, *Media Selection

The bibliography lists approximately 60 citations (1956-1974) on the selection, evaluation, and use of instructional materials. Entries are arranged alphabetically by author and usually contain information on title, source, date and pagination. (CL)

ED 140 517 EC 100 855

Cohen, Shirley Koehler, Nancy

A Selected Bibliography on Attitudes Toward the Handicapped.

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Pub Date Apr 75

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitudes, *Bibliographies, Children's Literature, *Handicapped Children, Peer Acceptance

The bibliography lists approximately 85 references (1962-1975) for professionals and children on attitudes toward the handicapped. Arranged alphabetically by author, the entries provide information on title, source, date, page numbers and grade level (for children's literature). The children's literature is said to foster positive attitudes toward handicapped children. (CL)

ED 140 518 EC 100 856

Pertman, Joseph Stober, Marvin

Program Planning Guidelines: A Review of Research with Implications for the Education and Training of the Severely to Profoundly Mentally Retarded.

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-7895

Note—129p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Annotated Bibliographies, *Behavior Change, Communication Skills, *Custodial Mentally Handicapped, Discrimination Learning, *Educational Diagnosis, Exceptional Child Research, Guidelines, Mentally Handicapped, Program Planning, Psychomotor Skills, *Research Reviews (Publications), Self Care Skills, Severely Handicapped, *Skill Development, Social Behavior, *Trainable Mentally Handicapped, Transfer of Training

Provided is a selected review of research on the education and training of the severely to profoundly mentally retarded which was reported in academic and professional publications in the years 1969 - 1975. Sections present bibliographic information and annotations for approximately 164 citations in the following eight research categories (sample subtopics in parentheses): sensori-motor skills, life skills programming (toilet training, grooming, and eating), social behaviors (social responsibility and social interaction), communication skills (operant approaches and precursors of reading skills), discrimination learning (transfer of learning and situational determinants), reduction of undesirable behavior (stereotypies and self-injurious behaviors), conditioning methodology, and assessment. The sections covering each research area are followed by a summary of findings. (IM)

ED 140 519 EC 100 857

Solomon, Susan R.

Mainstreaming as an Approach to Special Education Services: Organization and Training.

Pub Date Aug 76

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Conceptual Schemes, *Delivery Systems, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Services, *Handicapped Children, *Inservice Teacher Education, Literature Reviews, *Models, *Regular Class Placement, Research Reviews (Publications), Special Education Teachers, Teachers

Examined in the document is the conclusion of a study on mainstreaming by J. Birch which purports a definite organizational structure for effective delivery of services to handicapped children and the necessity for a training component to assure effectiveness of organizational structure. The first section supports the concept of mainstreaming with a review of literature pertaining to the following issues: the legal precedent for a comprehensive program for an appropriate delivery of educational services, the conceptual basis for a mainstream model to effectively deliver a comprehensive educational program, alternative mainstream models for the delivery of services, and the reason why mainstreaming is the most desirable special education arrangement. In the second section—which stresses the need for appropriate inservice teacher education—the role and expectations of the special educator, the role and expectations of the regular educator, training programs for preparing educators, and alternative training models are reviewed. (SBH)

ED 140 520 EC 100 858

Kotin, Lawrence, Comp. Eager, Nancy B., Comp.

Due Process in Special Education: Resource Book.

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 77

Grant—G007502322

Note—653p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administration, *Delivery Systems, *Due Process, Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, *Legislation, *State Programs

The resource book on state due process provisions in special education is a compilation of materials received from the state education or special education directors who responded to letters sent to each of the 50 states requesting copies of current administrative provisions on the subject. Materials, which are provided in sections for each of 48 states and the District of Columbia, include the following: procedural safeguards (Alabama), conditions and standards relating to identification and placement (Arizona), rules for the administration of the Handicapped Children's Educational Act (Colorado), Connecticut laws concerning children requiring special education, an administrative manual for exceptional child programs (Delaware), due process procedures for Idaho's exceptional students, the Kansas state plan for special education, Kentucky administrative regulations, an excerpt from special education rules and regulations reference manual (Montana), New Jersey administrative code, administrative hearing procedures (New Hampshire), special education eligibility process (New Mexico), program planning for handicapped students (North Dakota), proposed due process safeguards (Ohio), guidelines for planning educational facilities (Tennessee), delivery of services in Virginia, and West Virginia's state plan amendment. (SHH)

ED 140 521 EC 100 859

McMurry, J. G.

Learning Disabilities: Theory, Assessment and Remediation. A Bibliography.

University of Western Ontario, London.

Spons Agency—Ontario Educational Research Council, Toronto.

Pub Date 76

Note—140p.; Index has marginal print quality

Available from—Dr. J. G. McMurray, The University of Western Ontario, Althouse College, London, Canada.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Bibliographies, *Educational Diagnosis, Elementary Secondary Education, Handwriting, *Learning Disabilities, Listening, Mathematics, Neurologically Handicapped, Perceptually Handicapped, Reading, *Remedial Programs, *Research Reviews (Publications), Speech, Spelling, *Theories

The bibliography on learning disabilities emphasizes current, research-oriented literature in three areas—theory, diagnosis and assessment, and remediation. Entries are divided into the above major topic areas and listed alphabetically by author in books and periodicals sections under the following subtopics: general neurological-perceptual impairment; reading; speech and listening; and spelling, mathematics, and writing. Information provided usually includes author, title, address, publisher, source, and publication date. An author index is also provided. (SBH)

ED 140 522 EC 100 860

Curran, Ronald G.

Chapter 766: An Analysis of Year One.

Pub Date Apr 77

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Change Agents, Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *School Districts, *State Legislation

Identifiers—*Chapter 766 (Massachusetts Special Education Law)

A study involving Special Education Administrators in each of Massachusetts' 24 school districts was conducted to evaluate the 1974-75 school year implementation of Chapter 766, a landmark special education reform law. Data was collected on school population, special education population, special education budget, CORE Evaluation referral statistics, and CORE Evaluation completion statistics. Among conclusions were the following: most school districts reported change in leadership as a function of administration; expenditures on the targets of change efforts appear not to affect the implementation of that change; and innovative and/or research based change implementation strategies are not generally practiced by most school districts. Findings indicated that variables and procedures which accounted for changes in practice in disciplines other than education, failed to account for such changes in practice within education. (SBH)

ED 140 523 EC 100 861

Dederick, Warren E. And Others

Interpersonal Values of Intellectually Gifted Adolescent Females: Single-Sex or Co-Education?

Pub Date Apr 77

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adolescents, *Age Differences, *Coeducation, Exceptional Child Research, *Females, *Gifted, *Personal Values, Secondary Education, *Sex Differences, Student Attitudes, *Women's Education

Interpersonal values of over 800 intellectually gifted adolescent females were studied for differences (1) between co-educational and all-girl settings, (2) between themselves and gifted adolescent boys, (3) between younger and older girls in all-girl settings, and (4) between themselves and national norms of adolescent girls. Six values were surveyed: support, conformity, recognition, independence, benevolence, and leadership. Findings revealed that gifted girls value benevolence more and leadership less than gifted boys but do not differ on the other values; that gifted girls in single-sex classes do not indicate different values than do gifted girls in co-educational classes; that gifted older girls value independence more than do gifted younger girls; and that gifted girls value support, independence, and leadership more and conformity and benevolence less than high school girls in general. (Author)

ED 140 524 EC 100 862

Emerton, R. Greg Rothman, Gail

A Study of Attitudes Toward Deafness and Its Implications for Mainstreaming.

Pub Date Apr 77

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Aurally Handicapped, *Deaf, Exceptional Child Research, Higher Education, *Regular Class Placement, *Student Attitudes

A 6-month study involving 30 college students was conducted to investigate what happens when hearing students are confronted with deaf students on a daily basis. During the summer, Ss were given a 25-item questionnaire taken from the Attitudes towards Deafness scale. Six months later, face-to-face interviews were conducted with 30 of the initial respondents. Among findings were the following: hearing students generally have a positive attitude toward deaf people prior to their arrival on campus; there is little difference in attitudes between hearing students living in the residence halls where hearing students were in the majority and those living in the complex where deaf students were the majority; and there seems to be a difference in the attitudes of students depending upon the program or major in which they are enrolled. (SBH)

ED 140 525 EC 100 863

Borys, Suzanne V.

Effect of Imposed Versus Self-Generated Imagery and Sentence Mediation on the Free Recall of Retarded Adolescents.

Pub Date Apr 77

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adolescents, *Educable Mentally Handicapped, Exceptional Child Research, *Imagery, *Mediation Theory, Memory, Mentally Handicapped, *Recall (Psychological)

The effectiveness of verbal and imaginal elaborations on the free recall of 50 educable mentally retarded adolescents was investigated. Ss were assigned to one of five conditions: experimenter-imposed verbalization (EV), experimenter-imposed imagery (EI), subject-generated verbalization (SV), subject-generated imagery (SI), and control (C). Ss saw 15 pictures, presented in sets of three for five trials, and were asked to recall the pictures after each trial. Over all trials combined, it was found that recall in the EV and EI conditions was reliably superior to recall in the C and SV conditions. Although retarded adolescents were capable of producing verbal or imaginal elaborations, as evidenced by post-experimental inquiry, elaborations facilitated learning only when they were supplied by the experimenter. (Author/SBH)

ED 140 526 EC 100 864

Goldenberg, E. Paul

Special Technology for Special Children: Computers as Prostheses to Serve Communication and Autonomy in the Education of Handicapped Children.

Pub Date Apr 77

Note—70p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Case Studies, *Communication Problems, Communication Skills, Computer Oriented Programs, *Computers, *Educational Technology, Exceptional Child Research, *Handicapped Children, Prostheses, *Recreational Activities, *Vocational Development

Reviewed are uses of the computer for communication and access to valuable educational, vocational, and recreational activities for a large class of people with serious communication problems such as deafness, autism, or severe physical handicaps. Some uses of the computer to benefit children immediately and directions for future research and development are suggested. Reported is pilot work with 10 multiply handicapped children (5 to 16 years old) which is noted to indicate hope for clinicians and teachers involved in the education and rehabilitation of such children. (IM)

ED 140 527 EC 100 865

Leiss, Robert H. Proger, Barton B.

Language Training for Trainable Mentally Retarded Children: ITPA, Peabody, and Distar Techniques.

Pub Date Apr 77

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Exceptional Child Research, *Language Development, *Language Programs, Language Skills, Learning Activities, Mentally Handicapped, *Teaching Methods, *Trainable Mentally Handicapped

Identifiers—*Distar Language I, *Peabody Language Development Kit

To determine the most effective language training activities for trainable mentally retarded (TMR) children, the variables of degree of previous language training, IQ, Peabody language treatment program versus Distar language treatment program, pretest versus posttest, and sex were examined with 122 TMR Ss (7 to 14 years old). Results of the Peabody Picture Vocabulary Test, the Illinois Test of Psycholinguistic Abilities, and the Mechann Verbal Language Development Scale indicated that Ss were significantly better aided by the Distar program than by the Peabody program, and that only the children previously exposed to language training showed any significant growth in language. A second study examined in depth the nature of previous language experience on Distar performance. (IM)

ED 140 528 EC 100 866

Schmelkin, Liora Reid, D. Kim

The Effects of Verbalization and the Presence of a Memory Aid on Concept Learning in Educable Mentally Retarded Children.

Pub Date Apr 77

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Concept Formation, *Concept Teaching, *Educable Mentally Handicapped, Elementary Education, Exceptional Child Research, *Memory, Mentally Handicapped, *Verbal Stimuli

Three conjunctive concept-learning problems were presented to 70 educable mentally retarded (EMR) children (9 to 14 years old) and 76 controls (7 to 10 years old) to assess the effects of four verbalization conditions and the presence or absence of a memory aid on concept attainment. Verbalization conditions were the following: (1) no verbalization (performance condition), (2) verbalization following selection of a positive exemplar (positive condition), (3) verbalization following selection of a negative exemplar (negative condition), and (4) verbalization following every selection (total verbalization condition). Multivariate tests of the main effects indicated no differences in the rate of concept learning between EMR Ss and controls and no difference in performance as a function of the kind and amount of verbalization elicited. Both EMR Ss and controls profited from the presence of a memory aid. (Author/IM)

ED 140 529 EC 100 867

Rosenfield, Sylvia Houtz, John C.

Developmental Patterns in Problem Solving and Creative Thinking Abilities in Gifted Elementary School Children.

Pub Date Apr 77

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Child Development, *Creative Ability, Creative Development, Elementary Education, Exceptional Child Research, *Gifted, *Problem Solving

Development of problem-solving and creative thinking ability was examined through administration of experimental tasks to 240 gifted children (grade 2 to grade 6). Different patterns of development were noted: problem-solving skills grew steadily from grade 2 through grade 6, while creative thinking increased from grade 2 through grade 4, with no significant increase thereafter. A comparison of scores on problem-solving and creative thinking tasks for 160 nongifted children (grade 5) with those of the gifted Ss revealed that

the gifted Ss were approximately two years ahead of the nongifted Ss on all measures. (IM)

ED 140 530 EC 100 868
Transmittal Notice: Announcement of Diagnostic Criteria for Reporting Handicapped Children in Head Start.

Report No.—TN-75-11

Pub Date Sep 75

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Definitions, *Educational Diagnosis, *Handicapped Children, *Identification, *Preschool Education
 Identifiers—*Project Head Start

Intended for Head Start staff and providers of professional diagnostic services, the document presents diagnostic criteria for the reporting of handicapped children in the Head Start Program. The diagnostic process at the local level is explained. Included are definitions of the following handicapping conditions: blindness, visual impairment, deafness, hearing impairment, physical handicap, speech impairment, health or developmental impairment, mental retardation, serious emotional disturbance, and specific learning disabilities. (IM)

ED 140 531 EC 100 870

Nester, Mary Anne

Use of the Cranmer Abacus by Blind Persons.

Civil Service Commission, Washington, D.C. Personnel Measurement Research and Development Center.

Pub Date Oct 74

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Arithmetic, *Blind, *Calculation, *Mechanical Equipment, *Visually Handicapped
 Identifiers—*Abacus

Described is the use by blind persons of the Cranmer abacus, a computational device adapted from the Japanese abacus. Noted is the lack of carefully controlled research on its use. A comparison of calculation by abacus and by paper and pencil is said to indicate that the use of such mechanical devices does not give the blind competitor an undue advantage over sighted competitors. (CL)

ED 140 532 EC 100 871

Alber, M. Bernadette, Ed.

LISTENING: A Curriculum Guide for Teachers of Visually Impaired Students.

Illinois State Office of Education, Springfield.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [74]

Grant—OEG-3-6-062679-156(607)

Note—107p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Auditory Discrimination, *Auditory Training, *Aural Learning, *Curriculum Guides, *Elementary Secondary Education, *Listening, *Listening Skills, *Objectives, *Visually Handicapped

Presented for teachers of visually impaired students is a curriculum guide focusing on listening skills. The guide provides hierarchically arranged long range goals and short term objectives for skills in auditory reception, auditory discrimination, auditory memory, auditory sequential memory, auditory closure, auditory association, and auditory comprehension. Each objective is accompanied by information on procedures for identifying level of placement and developmental activities and materials. (CL)

ED 140 533 EC 100 872

Gray, Jane D. And Others

Prediction and Prevention of Child Abuse and Neglect.

Pub Date [76]

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Abuse, *Child Rearing, *Infancy, *Neglected Children, *Observation, *Perinatal Influences, *Prediction, *Predictive Ability (Testing), *Prenatal Influences, *Prevention

Examined was the feasibility of predicting the potential for abnormal child rearing practices, including child abuse and neglect among 350 mothers. Through interviews, questionnaires, and observations during labor, delivery and the postpartum period, 100 mothers were identified as at high risk for abnormal parenting procedures. Ss

were then randomly divided into a High-Risk Intervene (HRI) group and a High-Risk Nonintervene (HRN) group. HRI Ss received comprehensive pediatric followup by a physician or other health personnel, while HRN Ss received routine care. Evaluations were completed on 25 families in each group and a control group when the children were approximately 2 years old. Among results were that perinatal screening procedures successfully identified a high risk group; 5 Ss in the HRN group required hospitalization for serious injuries thought to be secondary to abnormal parenting procedures; and the most accurate predictive information was provided by labor-delivery observations and nursery observations and interviews. (Author/CL)

ED 140 534 EC 100 873

A National Forum on Residential Services (New Orleans, Dec. 3-4, 1976).

National Association for Retarded Citizens, Arlington, Tex. Research and Demonstration Inst.

Pub Date 76

Note—230p.

Available from—NARC Research and Demonstration Institute, 2709 Avenue E East, P.O. Box 6109, Arlington, Texas 76011 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accountability, *Community Programs, *Community Services, *Conference Reports, *Financial Support, *Group Experience, *Mentally Handicapped, *Models, *Normalization (Handicapped), *Residential Programs

Fourteen papers delivered at the 1976 national forum on residential services sponsored by the National Association for Retarded Citizens are presented. Among topics addressed are historical perspectives on institutional change and normalization, a continuum of residential alternatives, deinstitutionalization, funding resources, funding strategies, management and administrative issues, laws and regulations, and accountability and monitoring. Also reviewed are five current program models: the Elisabeth Ludeman Developmental Center, a public institution; group homes sponsored by the Pennsylvania Department of Public Welfare; the Eastern Nebraska Community Office of Retardation, a regional community model; foster homes; and Innisfree, a village integrating the retarded with the nonretarded. Appended are a bibliography on community based residential services and a list of participants in the conference. (CL)

ED 140 535 EC 100 874

Building Needs for the Handicapped.

Windham Southeast Supervisory Union, Brattleboro, Vt.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Architectural Barriers, *Aurally Handicapped, *Blind, *Building Design, *Elementary Secondary Education, *Handicapped Children, *Housing Needs, *Physical Design Needs, *Physically Handicapped, *Post Secondary Education

Listed in the document are specific building needs for the handicapped. It is explained that the detailed survey forms can be used to determine building accessibility for a wide range of handicapping conditions. Survey information includes the specific building need (e.g. 12 foot wide parking space) and the letter code for affected function. Space is provided to check whether the standard is met or not. Specific areas covered include parking, ramps, railings, steps, doors, telephones, toilets, kitchens, laundries, swimming pools, supermarket check out lanes, and transportation. Information is indexed according to type of impaired function (e.g. crutches and long leg braces, blind, and unusually short or tall); specific school settings (e.g. cafeterias, gymnasiums); and miscellaneous locations (such as eating places, public rest rooms and public buildings). (CL)

ED 140 536 EC 100 875

Balmer, Jo Ann

Vocational Ins and Outs for Developmental Kids.

Pub Date 77

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, *Curriculum, *Curriculum Design, *Daily Living Skills, *Elementary Secondary Education, *Employment Opportunities, *Mentally Handicapped, *Self Care Skills, *Social Development, *Vocational Development, *Vocational Education

The importance of vocational education for mentally retarded students is discussed, and curriculum suggestions are offered. It is explained that tasks should focus on graduated categories of sorting, measuring, manipulating, packaging, assembling, tending, and recording. For each of the categories information is presented on test abilities, curricular tasks, and employment possibilities. A curriculum in self care and social skills is outlined which covers the following areas: language, math, personal development, future employment, and independent living. (CL)

ED 140 537 EC 100 876

Vocationally Oriented School Planning for the Handicapped. Kindergarten through Grade Twelve.

Windham Southeast Supervisory Union, Brattleboro, Vt.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—223p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Career Awareness, *Career Education, *Class Activities, *Elementary Secondary Education, *Handicapped Children, *Multiple Handicapped, *Program Planning, *Severely Handicapped, *Vocational Education

Intended for regular school personnel, the guide presents information on vocationally oriented school planning for handicapped students. The document is divided into sections on the following topics: analysis and implementation suggestions for Public Law 94-142; career education suggestions (including examples of field trips, resource persons, and role playing activities); programming for the student with severe multiple handicaps (including information on motor activities, arts and crafts, and music); and program planning for the student with special needs (separate sections for grades kindergarten - 6, junior high school, and senior high school and/or vocational technical school). A final section on resources lists tips for teachers, films on handicaps, and the names of 16 handicapped adults gainfully employed in Vermont and willing to help schools. (CL)

ED 140 538 EC 100 878

Peijnenburg, R. A. L.

The Development of Two Workfolders on the Building of Concepts for Trainable Mentally Retarded Children.

Pub Date Oct 76

Note—264p.; Masters Thesis, Ateneo de Manila University; A microfiche reproduction (5 microfiche)

Available from—Ateneo de Manila University, Photoduplication Service, P.O. Box 154, Manila, Philippines (\$0.75/fiche, prepayment must accompany orders of less than \$10.00)

Document Not Available from EDRS.

Descriptors—*Case Studies, *Concept Formation, *Elementary Secondary Education, *Foreign Countries, *Mentally Handicapped, *Teaching Guides, *Trainable Mentally Handicapped
 Identifiers—*Philippines

Presented are sample activities from two workbooks and a teacher's guide designed to teach basic concepts to trainable mentally retarded students in the Philippines. Activities are explained to focus on such tasks as visual discrimination, direction following, imitation, auditory discrimination, matching, memory and number concepts. Case studies and performance data of seven students (9-16 years old) are given. (CL)

ED 140 539 EC 101 151

Kane, Dorothy Noyes

Children, Pediatricians, and Polluted Air.

Pub Date Jun 76

Note—301p.; Ph.D. Dissertation, Walden University; Some pages in the Appendix have very small type and may not reproduce well

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Air Pollution Control, *Environmental Influences, *Physicians, *Pollution, *Prevention, *Research Reviews (Publications), *Role Perception, *Special Health Problems

Explored are children's vulnerability and the pediatrician's role in relation to the problems posed by air pollution. Research is noted to have included a search of biomedical literature over the past 10 years; attendance at medical meetings; conferences with air pollution researchers, environmental protection administrators, and specialists in various branches of pediatrics; and scheduled interviews with a representative sample of active practitioners. Chapters address the following topics (sample subtopics are in parentheses): introduction (children as convenient epidemiologic subjects); outdoor pollutants (major problems of measurement and attempts at quantifying meaningful estimates); contaminated indoor air (principal indoor offenders and preventive measures); the effects of airborne irritants/toxins on children (mental illness and behavior changes); the concern of practicing pediatricians (air pollution in the pediatric literature and interviews with public health officers); and the environment and preventive pediatrics (benefits of updating the prevention concept and environmental and child-oriented groups). Appended are tables on pollution studies, interview materials, a paper on air pollution and childhood lower respiratory disease, and a paper on pollution and the ambient air of small children. (SBH)

ED 140 540 EC 101 152
Calovini, Gloria, Ed.

Mainstreaming the Visually Impaired Child. Illinois State Office of Education, Springfield. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Grant—OEG-3-6-062679-1564

Note—43p.; Two report forms on pages 36 and 37 may be marginally legible due to small print of original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Agencies, *Classroom Techniques, Definitions, Early Childhood Education, Elementary Secondary Education, *Guidelines, *Identification, Program Descriptions, *Regular Class Placement, *Visually Handicapped

Identifiers—Illinois
Intended for school administrators and regular classroom teachers, the document presents guidelines for working with visually impaired students being integrated into regular classes. Included is a description of the special education program in Illinois. Sections cover the following topics: identification and referral of visually impaired students; characteristics of the visually impaired; guidelines for the teacher, such as classroom arrangement and management; educational materials and equipment; social behavior and mannerisms; daily living skills; and the contributions of school personnel serving the visually impaired. Appended are a listing of additional references and the addresses of private and public agencies in Illinois serving the visually handicapped. (IM)

ED 140 541 EC 101 153
Tindall, Lloyd W., And Others

Modifying Regular Vocational Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1976.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 76
Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. Descriptors—*Adult Education, *Exceptional Child Services, *Handicapped, *Instructional Materials, *Normalization (Handicapped), Program Descriptions, Rehabilitation, *Technical Education, *Vocational Education, Workshops

Identifiers—Wisconsin
Reported are the activities of a project in Wisconsin aimed at modifying programs providing inservice and instructional materials to vocational, technical, and adult education districts to allow participation by handicapped students. Section I provides a summary of project activities, including workshops, collection of materials, publications, exhibits at state and national programs and conferences, and consulting and advisory activities. Provided in Section II are presentations at meetings and conventions with the following titles: "Modifying Regular Programs for the Hand-

icapped", "Modifying Vocational Programs for the Handicapped", and "Barriers on Employment of the Handicapped Relative to Materials". Summaries of eight workshops held in the vocational, technical, and adult education districts in Wisconsin are presented in Section III. (IM)

ED 140 542 EC 101 155
Dembinski, Raymond J., Maurer, August J.

What Parents of the Learning Disabled Really Want to Get from Professionals.

Pub Date [74]

Note—9p.

Available from—Educational Media and Information Service, 100 North First Street, Springfield, Illinois 62777

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Exceptional Child Research, *Learning Disabilities, *Parent Conferences, *Parent Counseling, Parent Teacher Conferences, Physicians, *Professional Personnel, Psychologists, Questionnaires

A questionnaire designed to provide parents of children with specific learning disabilities with an opportunity to react to and evaluate the diagnostic and counseling process experienced with physicians, psychologists, and educators was returned by 125 parents. Among results of the study covering child background information, parent background information, professional contact information, and recommendations to professionals were that parents recommend the use of terminology they can understand and that they request the inclusion of both parents in conferences and meetings. (IM)

ED 140 543 EC 101 156
Teaching Language to Autistic Children.

Pub Date May 74

Note—48p.; Developed by Valley View School District 365U

Available from—Educational Media and Information Service, 100 North First Street, Springfield, Illinois 62777

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Autism, Behavior Change, *Contingency Management, *Definitions, Elementary Secondary Education, Exceptional Child Education, *Intervention, Language Ability, *Language Programs, *Operant Conditioning, Program Descriptions

Identifiers—Illinois
Described is the behavioral program for autistic children in use at the Valley View School District in Illinois. Sections cover the following topics: (1) characteristics of the autistic child (basic impairments, special skills, and secondary behavior problems), (2) basic principles of operant conditioning, (3) description of the methods used in the Valley View Program for sequential training of language, (4) explanation of the training sequences used in the Valley View Program, and (5) a brief overview of some results with autistic children in the program. Appended are behavioral charts for 18 subjects and sample record sheets. (IM)

ED 140 544 EC 101 157
Caveat Emptor.

Note—14p.

Available from—Educational Media and Information Service, 100 North First Street, Springfield, Illinois 62777

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Early Childhood Education, Elementary Education, *Instructional Materials, *Learning Disabilities, Teacher Participation, Teaching Methods

The author discusses the use of instructional materials by teachers of learning disabled children and points out the importance of the teacher's knowledge of which materials to use, why, when, where, how to introduce materials, and when to stop their use. (IM)

ED 140 545 EC 101 158
Procedure Manual for Group Homes for Developmentally Disabled Adults. Revised January, 1977.

North Carolina State Dept. of Human Resources, Raleigh, Div. of Mental Health Services.

Pub Date Jan 77

Note—229p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage. Descriptors—Adults, Community Agencies (Public), *Community Programs, Developmental Disabilities, *Group Experience, *Mentally

Handicapped, *Program Development, Program Planning, *Residential Programs

The manual presents policies and guidelines for planning and developing group homes for developmentally disabled and mentally retarded adults. Procedures are outlined for agencies involved in developing a group home, including the area mental health program, non-profit board, regional mental health office, regional facilities serving the mentally retarded, county department of social services, and the division of facility services. Among topics addressed are group home location, funding, resident selection, and facility licensure. The bulk of the document is comprised of 53 appendices, including sample application forms, sample agreements between cooperating agencies, lists of job responsibilities, and information on community relations. (CL)

ED 140 546 EC 101 159
Adult Developmental Activity Program Manual.

North Carolina State Dept. of Human Resources, Raleigh, Div. of Mental Health Services.

Pub Date Feb 77

Note—208p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage. Descriptors—Adults, Custodial Mentally Handicapped, Mentally Handicapped, Physically Handicapped, Program Descriptions, *Program Development, Program Evaluation, *Program Planning, *Severely Handicapped, Trainable Mentally Handicapped, Vocational Development

Identifiers—*Adult Developmental Activity Program

Presented is a program manual for the Adult Developmental Activity Program (ADAP), a structured work oriented service for substantially retarded and/or severely physically handicapped adults. Program information is organized into four sections: ADAP minimum standards, initial program planning and development factors, information on the ADAP facility, and program content (including descriptions of client assessment, planning individual programs, and staff development). Twenty-nine appendices cover such topics as articles of incorporation, techniques for developing subcontracts, affirmative action plans, medication policy, and individual goal plans. (CL)

ED 140 547 EC 101 160
Glidden, Laraine Masters, Mar, Harvey H.

Availability and Accessibility of Information in the Semantic Memory of Retarded and Nonretarded Adolescents.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Mar 77

Grant—HD07329

Note—21p.; Paper presented at the Society for Research in Child Development Conference, Biennial Meeting (New Orleans, Louisiana, March 17-20, 1977)

Available from—Laraine Masters Glidden, Division of Human Development, St. Mary's College of Maryland, St. Mary's City, Maryland 20686

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Adolescents, Cognitive Processes, Exceptional Child Research, *Information Retrieval, *Memory, *Mentally Handicapped, *Semantics

The availability of semantic information in storage and the accessibility of that information for retrieval was studied with 40 retarded and 40 nonretarded adolescents. In Experiment 1, Ss were required to retrieve information from semantic categories, as well as judge whether specific items were members of a given category. Results showed that retarded Ss retrieved only about 60% of the total number of items retrieved by nonretarded Ss, a difference which could not be wholly accounted for by the items available in storage. Experiment 2 was designed to remediate this retrieval deficit by introducing an organized retrieval plan consisting of subcategory cues. The organization facilitated retrieval as long as it was experimentally provided. Retrieval returned to its original level, however, when the cues were withdrawn. It was concluded that retarded individuals had an accessibility deficit in addition to an availability deficit; one aspect of this accessibility deficit involved the failure to spontaneously

use mnemonic strategies that were consistent with the semantic organization. (Author/SBH)

ED 140 548 EC 101 161
How to Conduct a Barrier Survey.

Georgia Univ., Athens.
Note—24p.; Survey developed by Office to Promote Independence of Disabled Students, Georgia Univ.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Architectural Barriers, Building Design, *Check Lists, *Physically Handicapped
Provided is a sample survey form for identifying architectural barriers in any building or area that needs to be accessible for the handicapped. The checklist covers the following areas: offstreet parking, on street parking, passenger loading zone, approach to selected entrance, entrance doors, elevators-escalators, essential areas, access from entry to essential areas, public toilets, drinking fountains, public telephones, interiors, and assistance and aids available. Also given is a list of publications on the concept of barrier-free environment which are available from the National Easter Seal Society for Crippled Children and Adults. (SBH)

ED 140 549 EC 101 162
University Affiliated Facilities Concerned with Mental Retardation and Other Developmental and Learning Disabilities.

Association of Univ. Affiliated Facilities, Washington, D.C.
Pub Date [74]

Note—30p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Delivery Systems, *Developmental Disabilities, Exceptional Child Services, *Mentally Handicapped, *Program Descriptions, *Universities

Identifiers—*University Affiliated Facilities
Described is the University Affiliated Facilities (UAF) program, designed to provide interdisciplinary education, demonstrate exemplary services, conduct applied research, and provide technical assistance for individuals with mental retardation and other developmental disabilities. Among the basic services noted to be common to most UAFs are the following: medical diagnosis; medical, behavioral, and similar treatment; day care for the developmentally disabled of all ages; and full- and part-time employment opportunities. Preliminary results of a survey of UAF programs is noted to reveal 20,000 disabled persons served by 28 programs within a 12-month period. Listed are the names and addresses and described briefly are the programs of the 35 UAF members. (SBH)

ED 140 550 EC 101 163
Comprehensive Emergency Services: A System Designed to Care for Children in Crisis, Neglected and Abused by Their Family, Neglected and Abused by Their Community.

National Center for Comprehensive Emergency Services, Nashville, Tenn.
Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—DHEW-OHD-76-30008

Pub Date Oct 74

Contract—HEW-OS-74-216

Note—35p.

Available from—U.S. Department of Health, Education, and Welfare, Office of Human Development, Office of Child Development, Washington, D.C. 20201 (DHEW Publication No. (OHD) 76-30008)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Case Studies, *Child Abuse, *Community Programs, *Family Problems, Foster Homes, Interagency Cooperation, *Intervention, *Neglected Children, *Program Descriptions, Program Development

Identifiers—*Comprehensive Emergency Services
Described is the Comprehensive Emergency Services (CES) program, a system of coordinated services designed to meet emergency needs of neglected, dependent, and abused children and their families. In an introductory section, the program's development, objectives, and system attributes are covered. Explained in section II are the following components of CES: 24-hour emergency intake; emergency caretakers (who care for the child when parents are temporarily absent or incapacitated); emergency homemakers (who maintain children in their own homes until the parent can resume care or until another course of action is decided); emergency foster family

homes (which provide temporary care for children who cannot be maintained in their own home); emergency shelter for families (in which the entire family is housed); outreach and followup (which involves ongoing casework assistance and supervision to families); emergency shelter for adolescents (a group home or institutional type program for preadolescent or delinquent children); an emergency neighborhood crisis centers (a service best used in neighborhoods identified as having a high incidence of reported neglect or abuse of children and of family disruption). Case illustrations are provided throughout the booklet to clarify program components. (SBH)

ED 140 551 EC 101 164

Chapple, Eliot D.

Adolescent Sociopathies. Revised.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 77

Grant—R20-MH-15166; RD-2298-P-68

Note—191p.; Draft of final progress report

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Adolescents, Computers, Emotionally Disturbed, Exceptional Child Research, *Program Descriptions, *Programming, Psychiatrists, *Psychotherapy, *Socially Deviant Behavior, *Student Placement
Identifiers—Final Reports

Presented is the final report of a research project on the programed training and placement of nonpsychotic disturbed adolescents. Eleven chapters cover topics which include the following: psychiatry and the sociopaths and psychopaths; boys dealt with in the project; development of the programed interaction diagnostic interview; disturbances to personality rhythms produced by stress; differential environmental pathologies and therapeutics; behavioral changes associated with interaction therapy; extensions of programed interaction therapy in groups; designing jobs for therapeutic purposes; cultural programming of group interaction in the classroom; significant elements in rehabilitation placement; and elimination of interdisciplinary communication problems. Appended are a paper on computer diagnosis and evaluation in programed interaction therapy, and a manual for observers and interviewers in interaction measurement research. (SBH)

ED 140 552 EC 101 165

Sallop, Marvin B., Ed.

Report on the Parent-Professional Forum: Education Day.

Texas Education Agency, Austin. Office of Education for the Deaf.

Pub Date Feb 77

Note—81p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Aurally Handicapped, *Deaf, Identification, Normalization (Handicapped), Parent Attitudes, *Parent Participation, *Program Descriptions, Program Evaluation, Program Planning, Regional Programs, Residential Programs, *State Programs

Identifiers—Least Restrictive Placement Alternative, *Texas

Provided are the proceedings of an educational forum sponsored by the Parent/Professional section of the Office of Education for the Deaf in Texas. Included are the texts of the following presentations: welcome addresses, (G. Butler, A. Menchu, D. Pettigill, and G. Curtis); "Programming Towards the Least Restrictive Alternative" (D. Burke); "Reason and Rhyme to Meeting Local Needs" (D. Cunningham and J. Pino); includes copies of the statewide planning design, regional program evaluation guide, and subjective prioritizing criteria; "Lisa and Her Soundless World" (B. Johnson); "Early Detection, Identification, and Service" (C. Mitchell); "A Pilon Foster Residential Component" (L. Marshall); "Strengthening Home-School Bonds" (A. Phillips); and "Parent Reactions to Regional Day School Program Planning" (B. Johnson)—includes a copy of the evaluation questionnaire and statewide priorities. Appended is a roster of participants. (IM)

ED 140 553 EC 101 166

Nolte, Jane, Comp.

Nearly... Everything You've Always Wanted to Know About the Gifted and Talented.

Wisconsin Council for the Gifted and Talented, Inc., Wauwatosa.

Pub Date 76

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Bibliographies, Checklists, Early Childhood Education, Elementary Secondary Education, Exceptional Child Education, *Gifted, Guidelines, Identification, *Organizations (Groups), Program Descriptions, *Talented Students

Identifiers—*Parent Resources, *Wisconsin

Contained in the booklet is information gathered from a variety of sources on the education of gifted and talented students. Included are such items as a list of the purposes and goals of the Wisconsin Council for the Gifted and Talented, fact sheets and checklists, characteristics for the identification of gifted children, general suggestions for parents and guidelines for organizing parent groups, lists of national organizations, and bibliographies of suggested reading material on gifted and talented education. (IM)

ED 140 554 EC 101 167

Zettel, Jeffrey J.

Public Law 94-142: The Education for All Handicapped Children Act. An Overview of the Federal Law.

Pub Date Mar 77

Note—13p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (32nd, Houston, Texas, March 19-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Civil Liberties, *Delivery Systems, Early Childhood Education, *Educational Accountability, Elementary Secondary Education, Exceptional Child Education, *Federal Legislation, *Handicapped Children, Historical Reviews

Identifiers—*Education for All Handicapped Children Act, Least Restrictive Placement Alternative

Provided is an overview of the Education for all Handicapped Children Act (Public Law 94-142), including a report of the history of federal involvement in the education of the handicapped. Sections cover ten critical issues dealt with in the new law, such as the concepts of zero reject, appropriate education, and least restrictive alternative, and provisions for procedural safeguards, single agency responsibility, training of professional personnel, and accountability. In summary, it is noted that the following are the specific purposes of the law: (1) to insure publicly funded special education and related services for all handicapped children no later than 1978, (2) to insure the rights of handicapped children and their parents and guardians; (3) to relieve the special education financial burden of state and local governments, and (4) to assess and insure the effectiveness of efforts to educate handicapped children. (IM)

ED 140 555 EC 101 168

Griffin, Gerald

P. L. 94-142. Long Term Implications: The Art of Crystal Balling.

Pub Date Mar 77

Note—26p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (32nd, Houston, Texas, March 19-23, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Curriculum Planning, Curriculum Problems, Early Childhood Education, Educational Accountability, Elementary Secondary Education, Exceptional Child Education, *Federal Legislation, *Handicapped Children, Program Planning

Identifiers—*Education for All Handicapped Children Act

Intended for curriculum supervisors, directors, or specialists, the paper considers some general long-term implications of Public Law 94-142, the Education of All Handicapped Children Act of 1975, and the relation of those implications to curriculum. Among areas discussed are federal control, parental factors, perspectives of administrative-staff relationships, and functional linkage potentials. Noted are some suggested actions to be taken by the curriculum specialist in view of the implications of P. L. 94-142. (IM)

ED 140 556 EC 101 169

Clelland, Richard

Comprehensive System of Personnel Development and the Implementation of P. L. 94-142: Issues and Problems.

Pub Date Mar 77

Note—74p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (32nd, Houston, Texas, March 19-23, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Conceptual Schemes, Consultants, Curriculum Planning, Curriculum Problems, Early Childhood Education, Educable Mentally Handicapped, Educational Accountability, Elementary Secondary Education, Exceptional Child Education, Federal Legislation, Handicapped Children, Individualized Instruction, Models, Personnel Needs, Professional Personnel, Program Planning, Special Education Teachers

Identifiers—Education for All Handicapped Children Act

Intended for those concerned with curriculum development, the document presents a general change model for the development of individualized education programs (IEP) for handicapped students, to implement the IEP component of Public Law 94-142, the Education for All Handicapped Children Act of 1975. The Model outlines several stages in each of the following six phases of IEP implementation: (1) planning for implementation, (2) readiness, (3) pilot testing (experimentation with limited-scale operations), (4) IEP management (full-scale operation), (5) followup, and (6) institutionalization. Details of problems, organizational structure and operation, and personnel development are covered for the first three stages of the second phase—readiness—including awareness and identification, expansion of knowledge base, and design of development strategies. Also provided are sections listing competencies for special education curriculum consultants, special education supervisors, and teachers of the secondary level educable mentally retarded. (IM)

ED 140 557 EC 101 170
Brown, William D.

Public Law 94-142. Education for All Handicapped Children Act of 1975—Individualized Education Programs: Content and Related Issues.

Pub Date Mar 77

Note—20p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (32nd, Houston, Texas, March 19-23, 1977); Figures may be marginally legible due to small type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Objectives, Early Childhood Education, Educational Diagnosis, Elementary Secondary Education, Exceptional Child Education, Federal Legislation, Handicapped Children, Individualized Instruction, Parent Participation, Program Planning, Remedial Programs

Identifiers—Education for All Handicapped Children Act

Reviewed in the document are the implications of Public Law 94-142, the Education for All Handicapped Children Act of 1975, and related implementation strategies regarding educational programming. Focused on are aspects of individual educational plans; and specifically considered are diagnostic procedures, the role of behavioral objectives and subsequent remedial programming, precision teaching, behavioral management, and parental involvement. (IM)

ED 140 558 EC 101 171
Fusco, Carol B.

Individual Prescribed Program of Instruction for Pupils Who Are Orthopedically Handicapped. South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.

Pub Date 77

Note—451p.

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.

Descriptors—Adapted Physical Education, Creative Art, Curriculum Guides, Definitions, Elementary Secondary Education, Individualized Programs, Instructional Aids, Language Arts, Mathematics, Normalization (Handicapped), Orthopedically Handicapped, Physically Handicapped, Recreational Activities, Sciences, Self Concept, Sensory Experience, Social Studies, Student Evaluation, Task Analysis, Teaching Guides, Vocational Education

Intended for teachers of the orthopedically handicapped, the document provides the framework and resource from which to implement individualized educational programs (IEPs). The first two sections cover the rationale for

IEPs, definitions of levels of orthopedic handicaps, and program goals. The bulk of the document consists of IEP activities in the following areas: language arts, mathematics, social studies, science, sensory experiences, creative arts, prevocational/vocational, adapted physical education, self help/self concept, life experiences, and leisure time activities. Activities for each area are presented in table form with information which includes developmental level (primary, intermediate, secondary); degree of physical handicap (moderate, severe); behavioral objective; enabling activities; facilities/materials/equipment modifications/adaptations; and materials and references. Additional sections address the topics of task analysis, communication boards, pupil development assessment, and teaching aids. Also provided is a 24-entry bibliography. (SBH)

ED 140 559 EC 101 172
On Being Gifted: Student Perspectives.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented; Robert Sterling Clark Foundation, Inc., New York, N.Y.

Pub Date Apr 77

Note—150p.; Written by the participants in the National Student Symposium on the Education of the Gifted and Talented

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Career Education, Educational Alternatives, Gifted, Interpersonal Relationship, Secondary Education, Social Problems, Student Responsibility, Talented Students

Designed by 20 gifted and talented adolescents, the book focuses on ways the gifted student can assume responsibility for his own education. Discussed in Chapter I on being gifted are problems of peer rejection, teacher influences, social values, and age disparities, as well as ways of dealing successfully with these difficulties. Chapter II examines those people—parents, teachers, and adult mentors—who have had the most influence on the students. Covered in Chapter III are the pros and cons of some school experiences, plus some options (such as independent study) which the students would like to see in the schools. Several types of programs regarding career education are explored in Chapter IV. Described in Chapter V are alternative types of educational programs, beginning with a vignette about a special school that includes community resources and activities in a curriculum designed for special talents and interests. A final chapter includes statements on priorities in public education and on the validity of participation in student government. Appended are lists of student participants, symposium consultants, and panel participants. (SBH)

ED 140 560 EC 101 173
White, Alan And Others

Project SEARCH: Phase II Evaluation, 1975-1976.

Pub Date 76

Note—74p.; For related information see EC 101 174 and EC 101 176

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Art, Creative Ability, Elementary Secondary Education, Evaluation Methods, Handicapped Children, Music, Screening Tests, Student Evaluation, Talented Students, Talent Identification, Theater Arts

Identifiers—Gifted Handicapped, Project SEARCH

The second of three documents on Project SEARCH (Search for Exceptional Abilities Reachable among Children with Handicaps) describes the development of a systematic procedure for assessing the gifts and/or creative potential of handicapped students. It is explained that of 278 special education students evaluated by an adaptation of the Torrance Tests of Creativity and an arts assessment composed of activities in visual arts, theater movement, and music, 12% were found to possess creative talent potential. Appended are Adapted Torrance Tests of Originality, Fluency, Flexibility, and Elaboration, as well as the Assessment of Creative Potential in the Arts. (CL)

ED 140 561 EC 101 174
White, Alan And Others

Project SEARCH Multi-Arts Curriculum: Lessons Plans for Fostering Exceptional Creative Potential Among Children with Handicaps (Working Draft).

Area Cooperative Educational Services, New Haven, Conn.; Capitol Region Education Council, Bloomfield, Conn.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Note—68p.; For related information see EC 101 173 and EC 101 176

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Class Activities, Creative Development, Gifted, Handicapped Children, Lesson Plans, Productive Thinking, Talented Students, Thought Processes

Identifiers—Gifted Handicapped, Project SEARCH

The third of three reports on Project SEARCH (Search for Exceptional Abilities Reachable among Children with Handicaps) contains 28 lesson plans designed to develop the creative/productive thinking processes in handicapped children. It is explained that the activities are the products of cooperation between professional artists and special education teachers, and are intended to promote four major aims: self awareness and sensory perception; self expression and communication; originality and imagination in approaching problems; and skill development in art media. Each of the lesson plans contains information on the purpose, general idea, materials, time, and presentation method. Sample titles are "Draw the Sun", "Imagine You Are a Different Age", and "Falling Into a Gingerale Bottle." (CL)

ED 140 562 EC 101 175
Shrensky, Joan And Others

The Parent's Manual: A Manual of Supplementary Activities for Homebound Children with Severely Handicapping Conditions.

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [75]

Contract—300-74-7540

Note—136p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Activities, Daily Living Skills, Games, Homebound Children, Language Skills, Learning Activities, Mathematics, Parents, Self Care Skills, Severely Handicapped

Identifiers—Parent Resources

Designed for parents of homebound severely handicapped children, the manual presents games and activities for teaching preliminary skills (including body awareness), self help skills (such as washing hands, eating with a spoon, and brushing teeth), visual skills, language skills, and mathematics skills. An introduction to each series of activities provides information on purpose, materials, and approach. (CL)

ED 140 563 EC 101 176
Hokanson, Dean T. Jospe, Michael

The Search for Cognitive Giftedness in Exceptional Children.

Pub Date Mar 76

Note—47p.; For related information see EC 101 173 and EC 101 174

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavior Problems, Cognitive Development, Emotionally Disturbed, Evaluation Methods, Gifted, Handicapped Children, Identification, Learning Disabilities, Mentally Handicapped, Physically Handicapped, Standardized Tests, Student Evaluation, Test Bias, Test Interpretation, Test Selection

Identifiers—Gifted Handicapped, Nondiscriminatory Tests (Handicapped), Project SEARCH

The first of three documents on Project SEARCH (Search for Exceptional Abilities Reachable among Children with Handicaps) considers methods of detecting cognitive giftedness in exceptional children. It is explained that Cattell's cognitive model of fluid intelligence is the basic premise used. Individual sections are presented on hearing impaired, physically handicapped, mentally retarded, learning disabled, mild behavioral problem, and severe behavioral problem children. Considered in these sections are the following aspects: the influence of the handicap on cognitive development, the influence of the handicap on the validity of the assessment, interpretation of formal test scores and responses, and interpretations of naturalistic observations.

Among tests described are measures of verbal language skills (including the Detroit Test of Learning Aptitude and the Peabody Picture Vocabulary Test); nonverbal performance (such as the Leiter International Scale and the Columbia Mental Maturity Scale); visual spatial relations; sequencing and memory; and social perceptiveness and comprehension (such as the Thematic Apperception Test.) (CL)

ED 140 564 EC 101 194

Kaplan, Harriet, Comp. Lloyd, Lyle L., Comp.
DHEW Research, Service, and Training Programs in Hearing, Speech, and Language: A Summary of Areas of Interest, Funding Mechanisms, Review Processes, and Information Sources.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Research for Mothers and Children.

Report No.—DHEW-NIH-76-1072

Pub Date Jun 76

Note—67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Aurally Handicapped, *Exceptional Child Services, *Federal Aid, *Federal Programs, *Language Handicapped, *Program Descriptions, *Resource Guides, *Speech Handicapped

Programs of agencies within the Department of Health, Education, and Welfare that support research, training, and clinical service projects in hearing, speech, and language development are reviewed. Information on each program usually includes areas of communication development and disorders specific to each agency; the funding mechanism used by each agency for research, training, and service; the review procedures used by each agency in processing grants, contracts, and fellowships; receipt dates; and the appropriate people to contact (names, office addresses, and telephone numbers). Covered are programs within the following agencies: Public Health Service (National Institutes of Health; Alcohol, Drug Abuse, and Mental Health Administration); Health Services Administration; Center for Disease Control; and Health Resources Administration; Office of Education (Bureau of Education for the Handicapped and Other Formula Grant Programs); and Office of the Secretary (Office of the Assistant Secretary for Human Development). (SBH)

ED 140 565 EC 101 195

Buffum, Judy Ann

Special Education Delivery Alternatives: Changes Over Time in Teacher Ratings, Self-Image, Perceived Classroom Climate and Academic Achievement Among Handicapped and Nonhandicapped Children. Revised.

Southwest Regional Resource Center, Salt Lake City, Utah.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 77

Grant—OEG-0-70-4178(608)

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Achievement, Elementary Education, *Exceptional Child Research, *Handicapped Children, *Program Effectiveness, *Regular Class Placement, *Resource Teachers, *Student Attitudes, *Teacher Role Identifiers—*Statistician Model

A 4-year research project involving 342 handicapped and 202 nonhandicapped children (in grades 1 through 6) was conducted to determine the practicality and impact of assigning special educators to support regular classroom teachers (the statistician-generalist model). Examined were the following variables: teacher ratings of the student; student perceptions of himself; student perceptions of the classroom climate; achievement test scores; and student's grade level, sex, and classification as handicapped or nonhandicapped. Pre- and posttesting was conducted on students in schools with statisticians only, in control schools without statisticians, in schools with resource rooms, and in schools with a combination statistician-resource room. Among findings were that academic differences between handicapped and nonhandicapped students were not lessened with statistician involvement, nor were the academic differences between handicapped with and without statistician help significantly different; that handicapped students in the statistician-only schools perceived the least cognitive emphasis and variety in their pro-

grams; and that students associated with the statistician program indicated they were less lonely and perceived less classroom misbehavior and unhappiness than students in the other programs. (SBH)

ED 140 566 EC 101 196

Behavior Disorders: Some Suggestions for the Classroom Teacher.

Note—8p.

Available from—Educational Media and Information Service, 100 North First Street, Springfield, Illinois 62777

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Change, *Behavior Problems, *Class Management, Discipline, Elementary Secondary Education, Emotionally Disturbed, *Teacher Role

Intended for classroom teachers, the document addresses the issue of evaluating psychological problems in school children and focuses on strategies for handling deviant classroom behavior. Discussed are four approaches: permitting behavior, tolerating behavior, intervening with behavior, and preventing behavior. (SBH)

ED 140 567 EC 101 197

Andersen, Barbara L., And Others

Programming Generalization Through Stimulus Fading in Remedial and Special Education Settings.

Pub Date 77

Note—11p.; Paper presented at the Society for Research in Child Development Convention (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Contingency Management, Elementary Education, *Exceptional Child Research, *Generalization, *Mentally Handicapped, Reinforcement, *Transfer of Training

Examined in two studies—one involving three developmentally retarded children, the other involving two first grade children—were strategies for promoting transfer of newly acquired skills from a structured, one-to-one tutoring setting to an unstructured setting where children work independently. Before generalization training was begun, little of the behavior established during training was exhibited in the classroom or when the child was left alone to work independently; however, after generalization training was completed, classroom performance equalled that under one-to-one supervision. (SBH)

ED 140 568 EC 101 198

Herr, Stanley

Advocacy Under the Developmental Disabilities Act: Summary of a Discussion Paper on Implications of Section 113, PL 94-103.

Temple Univ., Philadelphia, Pa. Developmental Disabilities Center.

Spons Agency—Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date 76

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Child Advocacy, Conceptual Schemes, *Developmental Disabilities, *Federal Legislation, *Models, *State Programs

Summarized is a discussion paper on existing elements of legal advocacy systems which could be considered as alternative models for adaptation by the respective states now seeking to plan and implement the advocacy mandate under Section 113 of Public Law 88-164 as amended in 1975 by Public Law 94-103, the Developmental Disabilities Act. Chapters cover the following topics: background on developmental disabilities legislation; existing advocacy mechanisms in Minnesota, Ohio, and New Jersey; policy considerations regarding such issues as requirements of independence, availability of legal resources, and authority to pursue remedies; and suggested criteria for advocacy systems. It is concluded that there are already a number of promising advocacy systems which now yield direct and tangible benefits to the developmentally disabled and their families. Appended is the table of contents of the full paper. (SBH)

ED 140 569 EC 101 199

Goodman, Libby, And Others

Curricular Materials for Secondary Learning Disabilities Programs. Title III: Curricular Development for Secondary Learning Disabilities.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—375p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Career Education, Consumer Education, *Curriculum, Health, *Instructional Materials, Language Arts, *Learning Disabilities, Mathematics, Reading, Sciences, Secondary Education, Social Studies, Spelling

Information is presented on approximately 600 curriculum materials for secondary learning disabled students. Listed are the title and publisher, interest and instructional level, format type, and a brief description for materials in nine curriculum areas: career education, reading, language arts, spelling, math, social studies, consumer education, science, and health. (CL)

ED 140 570 EC 101 205

Gable, Robert A., And Others

Effect of a Combined Celeration - Error Analysis: Procedure on Oral Reading Performance.

Pub Date Apr 77

Note—25p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Contingency Management, Elementary Education, *Exceptional Child Research, *Learning Disabilities, *Oral Reading, *Program Effectiveness, *Reinforcement, *Teacher Role

The effectiveness of a procedure for systematically analyzing and intervening with oral reading was investigated with three learning disabled children (10 to 11 years old). Correct and error responses in oral reading were recorded during baseline and experimental conditions (which included contingent teacher praise and antecedent modeling on words erred in the previous day's session). Results showed that significant increases in oral reading performance are possible when precise definition of target behaviors are coupled with clearly delineated intervention strategies and when those strategies are monitored on a continuous basis. (SBH)

ED 140 571 EC 101 206

McBride, Hugh J., Morrow, Robert D.

The Psychologist As a Change-Agent in Providing In-Service Training to Staff Members Serving School-Aged Severely Retarded.

Pub Date Apr 77

Note—11p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Change Agents, Consultants, *Custodial Mentally Handicapped, Elementary Secondary Education, Handicapped Children, *Inservice Teacher Education, Models, Psychological Testing, *Role Perception, *School Psychologists, Student Evaluation, *Trainable Mentally Handicapped

As a result of court rulings and legislation which make it illegal to discriminate among children, but also illegal not to identify children who have educational handicaps, school psychologists are seen to face a role crisis in the education of handicapped children. Recommended for those working with the severely retarded are two types of services: administration and interpretation of educationally related assessments, and consultation in implementing a prescriptive program based on the assessment. Diagrammed is a model to train psychologists as change agents. (CL)

ED 140 572 EC 101 207

Morrow, Robert D., McBride, Hugh J.

Assessment and Training Techniques for Developing Piagetian Sensor-Motor and Pre-Operational Skills in Preschool Severely Retarded Children.

Pub Date Apr 77

Note—13p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Class Activities, *Cognitive Development, *Custodial Mentally Handicapped, Early Childhood Education, Informal Assessment, *Mathematics, Mentally Hand-

dicapped, Sensory Training, Standardized Tests, *Student Evaluation, Thought Processes, Trainable Mentally Handicapped

Assessment techniques for young severely retarded children are analyzed through identification of skills underlying such common tasks as building with blocks, completing puzzles, and putting pegs in pegboards. Examples are given of four mathematics assessment tasks from a standardized instrument for reasoning and problem solving. Described are the task (such as correctly placing three forms in a formboard), the skill (preclassification), the mathematic implications (perception), and the potential skill deficit (difficulties in counting activities). (CL)

ED 140 573 EC 101 208

Christensen, Genelle. And Others

How Can Teacher In-Service Be Made Effective in a Rural State?

Pub Date Apr 77

Note—7p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Delivery Systems, Demonstration Projects, Elementary Secondary Education, *Gifted, *Inservice Teacher Education, *Models, *Rural Areas

Identifiers—Idaho

In a discussion of methods for providing inservice training in gifted education in a rural state, three model sites in Idaho are described. It is explained that the sites operate under the SAGE program (Statewide Assistance for Gifted Education). Program dimensions are said to include an itinerant model in which program facilitators travel from school to school, an outreach service, and cooperation from three state universities. (CL)

ED 140 574 EC 101 209

Zalk, Linda

Community-Involvement Pre-School, Developmental Program.

Pub Date Apr 77

Note—6p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Handicapped Children, Home Instruction, Individualized Programs, *Parent Role, *Preschool Education, *Program Descriptions, *Toys

Described is a home- and center-based preschool program for handicapped children. A toy education library system and an activity centered learning program are reported to focus on individualized programming and parent involvement. (CL)

ED 140 575 EC 101 210

Vacc, Nicholas

A Training Model for Peer Tutoring with Mentally Retarded Individuals.

Pub Date Apr 77

Note—12p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cross Age Teaching, Elementary Secondary Education, *Mentally Handicapped, Models, *Peer Relationship, *Peer Teaching, Program Descriptions, Teaching Methods, *Tutoring

A program in which mentally retarded persons are trained to tutor their peers is described. Considered are selection and training aspects of such a program, and emphasized is the importance of the relationship between tutor and student. Tutors are explained to learn principles of establishing specific plans and keeping basic records. (CL)

ED 140 576 EC 101 211

Craig, Ouida Lanier. Risner, Ellen

The Teen-Age Years: A Time to Declare Independence.

Pub Date Apr 77

Note—14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Aurally Handicapped, *Curriculum Design, *Normalization (Handicapped), *Program Descriptions, *Regular Class Placement, School Services, Secondary Education, Special Classes, *Teaching Methods

Identifiers—*Personal Independence

Described is the program at Clarkston High School, which promotes independence in aurally handicapped students. Instructional services are noted to fall into several categories: self-contained and resource instruction, totally mainstreamed schedules, and resource-tutorial assistance. The program is also reported to offer the following activities and services: social clubs, career counseling, occupational education, speech and language development programs, and athletic programs. Outlined are the program's curriculum, and texts and materials. (SBH)

ED 140 577 EC 101 212

Robison, Mada Kay

The Reliability of Using Peers in Drill Type Instruction.

Pub Date Apr 77

Note—28p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Arithmetic, Elementary Education, Exceptional Child Research, *Handicapped Children, *Multiplication, *Peer Teaching, *Program Effectiveness

The reliability of using peers in drill type instruction was investigated with 57 students (in grades 4 through 8). Quality of tutor-student interaction during multiplication drills was based on the pace or rate at which students interacted with the material and the accuracy level at which they performed. Ss were instructed to listen to cassette tapes of an individual giving answers and were asked to mark with a pencil the problems on the probe sheet for which they heard a mistake. Almost 94% of the errors were identified by students functioning at their own rate and 96.8% of the errors were identified by students functioning at or below their own rate. (Appended are a sample screening device, probe sheets, and a paper titled "Using Peers for the Delivery of Instruction" by C. Sanders.) (SBH)

ED 140 578 EC 101 213

Caylor, Mary Jane

Delinquency Prevention Center Program.

Pub Date Apr 77

Note—5p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Delinquency, *Educational Alternatives, Elementary Secondary Education, Emotionally Disturbed, *Learning Difficulties, *Prevention, *Program Descriptions

Identifiers—*Alabama (Huntsville)

The Huntsville (Alabama) City School System has proposed continuance of a separate facility, the Delinquency Prevention Center, to which students may be transferred when their conduct indicates that they cannot be maintained in the normal school environment. Objectives of such a program include providing the assigned child with individual attention so that he may be returned to school in the shortest possible time. The student admitted to the Center is evaluated so that the learning disability can be identified and remediated. Activities of the Center include organizing a parent program. (SBH)

ED 140 579 EC 101 214

Coombe, Edmund. And Others

Vocational and Career Education for the Handicapped: Training the Classroom Teacher. Project T.H.O.R.

Pub Date Apr 77

Note—32p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, Curriculum Design, Higher Education, *Inservice Teacher Education, Mentally Handicapped, Program Descriptions, Program Evaluation, *Trainable Mentally Handicapped, *Vocational Education

Provided is general information on the inservice components and the models of inservice

delivery utilized by Project T.H.O.R. (Training Habitators of the Retarded). The prevocational and socio/psychosexual components of the project are listed, and the following are outlined: rationale; relationship to other inservice components; objectives; materials, equipment, tools, and work aids; reading list; and program presentation. Also given is an explanation of statistical data from the project evaluation component. In addition, a paper titled "The Utilization of Jigs in Training Mentally Retarded Students" (R. Conant and P. Sammartino) is attached in which jigs are described as "a device or contrivance which enables a worker to perform a work operation more easily, faster and accurately; (and) may reduce cost of production." (SBH)

ED 140 580 EC 101 215

Hagen, Michael

Prenatal Care Training.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date Apr 77

Grant—5G03RM-00015

Note—15p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Anomalies, Biological Influences, Congenitally Handicapped, Environmental Influences, *Handicapped Children, Nutrition, Pregnancy, *Prenatal Influences, *Prevention, *Program Descriptions, Program Effectiveness

Described is the development and evaluation of a prenatal instructional program designed to prevent birth defects. It is explained that the program, composed of five slide tape units on such topics as nutrition and environmental factors, was field tested and found effective with 97 participants (pregnant high school students, nursing students, and participants in a planned parenthood program). Further data is reported which suggests that individuals retain the information across time. (CL)

ED 140 581 EC 101 216

Yates, James R.

Financing of Public Law 94-142.

Pub Date Apr 77

Note—19p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Equal Education, Federal Aid, *Federal Legislation, *Financial Problems, *Handicapped Children

Identifiers—*Education for All Handicapped Children Act

Specific components of Public Law 94-142 (Education for All Handicapped Children Act) are reviewed; some issues associated with financing under the law are raised; and some statements of implications at the level of practice are offered. Considered are significant financing difficulties regarding points under the law which include the following: the law calls for free public education for the handicapped; the concept of excess cost is included in the law; and there is a possibility of incentive grants at the rate of up to \$300 per handicapped student in areas such as early childhood education. Pointed out is the need for communication, analysis and dissemination of information associated with the law, and clarification of ambiguous terminology to reduce some of the complexity currently associated with the law. (SBH)

ED 140 582 EC 101 217

Boomer, Lyman W.

The Paraprofessional in Special Education.

Pub Date Apr 77

Note—8p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Handicapped Children, *Paraprofessional School Personnel, *Role Perception, *Special Education Teachers, Teamwork

A definition for the term "paraprofessional" is proposed, and the role of paraprofessionals in programs for handicapped learners is examined.

It is reported that the special education paraprofessional assists in the development of the instructional program and shares in the responsibility for effective classroom management, while the special education teacher is primarily responsible for defining and directing the instructional program and teaching the children, as well as acting as program manager and supervisor. (SBH)

ED 140 583 EC 101 218

Stephens, Beth

Cognitive Remediation of Blind Students: Final Report and Demonstration of Educational Techniques.

Pub Date Apr 77

Note—Sp.: Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977); For related information, see EC 101 219, EC 101 221

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Abstract Reasoning, *Cognitive Development, Cognitive Processes, *Congenitally Handicapped, Educational Methods, Elementary Secondary Education, *Evaluation Methods, Student Evaluation, *Thought Processes, *Visually Handicapped

Identifiers—Piaget (Jean)

Described are procedures used to assess reasoning in congenitally blind students. It is explained that the Piagetian Battery of Reasoning Assessments for concrete and formal or abstract thought measures the following basic abilities: reversibility of thought, classificatory thought, spatial orientation, and mental imagery. (CL)

ED 140 584 EC 101 219

Grube, Carl

Cognitive Remediation of Blind Students: Comparison of Treatment and Nontreatment Groups.

Pub Date Apr 77

Note—11p.: Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977); For related information, see EC 101 218, EC 101 220, and EC 101 221

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Abstract Reasoning, Classification, *Cognitive Development, Congenitally Handicapped, Conservation (Concept), Elementary Secondary Education, Exceptional Child Research, Intervention, Mental Development, Program Effectiveness, *Thought Processes, *Visually Handicapped

Evaluated was an intervention program designed to teach reasoning skills to 13 congenitally blind students (6-18 years old). Remediation was focused on classification, conservation and abstract operations, and mental imagery development. At the conclusion of 17 months, Ss' performance was compared with that of a control group matched for age and IQ. Lags were evident in the areas of mental imagery and one area of formal/abstract reasoning. (CL)

ED 140 585 EC 101 220

Fitzgerald, Joseph R.

Demonstration of Activities Designed to Promote Cognitive Growth.

Pub Date Apr 77

Note—Sp.: Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977); For related information see EC 101 218, EC 101 219 and EC 101 221

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Blind, *Cognitive Development, Elementary Education, *Learning Activities, *Remedial Instruction, Visually Handicapped

The assessment profile of a 9-year-old blind child with normal intelligence is presented to illustrate activities useful in remediating lags in reasoning. Described are six activities from a module entitled "The Long and The Short of It", which provides the student with opportunities to use arbitrary units of measure and thereby understand that change in the position of an object does not change the length of the object (SBH)

ED 140 586 EC 101 221

Smith, Richard E.

Cognitive Remediation of Blind Students. A Teacher Training Program: Developing and Implementing Process-Oriented Teaching Strategies.

Pub Date Apr 77

Note—6p.: Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977); For related information, see EC 101 218-EC 101 220

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Development, Cognitive Processes, Program Descriptions, *Teacher Education, Thought Processes, *Visually Handicapped

Identifiers—*Piaget (Jean)

A teacher training program in blind education is described which is based on Piagetian concepts of cognitive development. It is explained that the teacher is trained to be more concerned with process than with content. Four competencies of a process-oriented teacher (including skill in administering Piagetian reasoning instruments) are outlined, and training activities (such as field based practicum experiences) are reviewed. (CL)

ED 140 587 EC 101 222

Torrance, E. Paul And Others

Effects of a Career Development Institute on the Images of the Future of Gifted Adolescents.

Pub Date Apr 77

Note—27p.: Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adolescents, *Career Awareness, *Career Education, Career Planning, *Futures (of Society), *Gifted, Program Descriptions, Program Evaluation, *Social Problems

Described is an evaluation of a career development institute on the images of the future of 191 gifted adolescents. It is explained that the institute provided opportunity for individual study of specific areas of societal problems, career opportunities in these problem areas, and varied methods of solving the problems. The two broad areas focused on in the institute are said to be social and political culture and science and technology. Results of pre- and post-test measures of Thinking Creatively About the Future indicated that the institute enriched the Ss' future images and made them more aware of the realities of the post industrial world. (CL)

ED 140 588 EC 101 223

Matitsky, Philip I.

Career Education—The State of the Art of Inservice Training.

Pub Date Apr 77

Note—13p.: Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Elementary Secondary Education, *Handicapped Children, *Inservice Teacher Education, Program Descriptions, State of the Art Reviews, *Vocational Education

Identifiers—*Education for All Handicapped Children Act

The author describes four exemplary inservice programs dealing with career education for the handicapped, and reviews current issues in the field. Among programs cited are Project T.H.O.R. (Training Habitators of the Retarded), a statewide inservice program for teachers and administrators working with the trainable mentally retarded; and the Vocational Education Inservice Training Project at the University of Kansas which has developed training packages for both vocational and special educators. Inadequacies in the development of career education inservice programs are seen to include absence of programming at the elementary level, and poor relations between vocational and special education personnel. Implications of P.L. 94-142, the Education for All Handicapped Children Act, on the field are discussed. (CL)

ED 140 589 EC 101 224

Edelstein, Terry

Development of a Milieu Intervention Program for Treatment of Emotionally Disturbed Deaf Children.

Pub Date Apr 77

Note—35p.: Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Deaf, Elementary Secondary Education, Emotionally Disturbed, *Emotional Problems, Institutionalized Persons, Intervention, *Milieu Therapy, *Multiply Handicapped, *Normalization (Handicapped), *Residential Programs, *Social Development

Described is a milieu intervention scheme for treatment of disturbed deaf children (6 to 18 years old) in a residential school for the deaf. It is noted that the program sought to develop respect and awareness of the self and social group within the security of a specifically adapted environment and to support reintegration into the social, academic, and vocational mainstream. Implementation is reported to involve the development of a therapeutic milieu providing: (1) individual and small group intervention daily with the therapist, in a resource center; and (2) selected integration in the mainstream supported by weekly consultations with the integrating staff. (Author)

ED 140 590 EC 101 225

Van Nagel, Clint

Observational Techniques for Use by Special Educators in Assessing Students with Learning Disabilities.

Pub Date Apr 77

Note—11p.: Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Diagnosis, Elementary Secondary Education, *Informal Assessment, *Learning Disabilities, Models, *Observation, *Teaching Methods

Described is a diagnostic-prescriptive model for teacher observation of learning disabled students. It is explained that through observation, teachers should be able to answer questions in seven areas, including the existence of a real learning disability; the student's functioning level in reading, arithmetic, and writing; the student's learning style; the student's motivation; and interfering behavior with the student's academic functioning. (CL)

ED 140 591 EC 101 226

Van Nagel, Clint And Others

A Generic Competency Based Teacher Training Program in Special Education.

Pub Date Apr 77

Note—37p.: Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Handicapped Children, Higher Education, *Performance Based Teacher Education, *Program Descriptions, Teacher Education

Identifiers—University of North Florida

The competency based teacher training program in special education at the University of North Florida is described. The program is said to revolve around 13 generic competencies, including establishment of rapport with the student, identification of student motivation, modality assessment, and evaluation skills. In addition to coursework, students are explained to move through three phases of field experiences with handicapped children. Evaluation methods are reported to cover student performance, program effectiveness, and faculty effectiveness. Among seven appendices are a sample lesson plan format, a class evaluation questionnaire, and an example of interim objectives and enabling activities. (CL)

ED 140 592 EC 101 228

Elly, Stewart

Peer Tutorial Models.

Pub Date Apr 77

Note—16p.: Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977); For related information, see EC 101 229

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Handicapped Children, *Models, *Peer Teaching, Program Effectiveness, *Success Factors, Tutorial Programs, *Tutoring

Characteristics of an effective peer tutoring program for exceptional children are reviewed, and program implementation models are

described. Specification of outcomes, assessment of attainment of outcomes, monitoring of project implementation, and field testing or use of a pilot project are among the characteristics of an effective program noted. Three implementation models (Deterline's system approach, Cohen's roadmap for tutoring, and Ehly's research model) are discussed. (CL)

ED 140 593 EC 101 229

Hoffman, Charles

Peer Tutoring - Introduction and Historical Perspective.

Pub Date Apr 77

Note—11p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977); For related information, see EC 101 228

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*General Education, Handicapped Children, *Historical Reviews, Peer Teaching, *Research Reviews (Publications), *Tutorial Programs, Tutoring, *Tutors

The historical development and contemporary research analyses of peer tutoring with normal and handicapped children are reviewed. The evolution from the monitorial system of the mid nineteenth century to programed tutoring programs with disadvantaged students in the 1960's is traced. Benefits for teachers, tutees, and tutors are described. Research is explained to identify those types of children who benefit from tutorial approaches. Among four requirements cited for successful implementation are winning administrators' solid commitment to the program, and encouraging flexible adaptations of the model to meet local needs. (CL)

ED 140 594 EC 101 230

Gupta, Carol E.

The Physical and Social Environment for Feeding the Severely and Profoundly Handicapped.

Pub Date Apr 77

Note—9p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Daily Living Skills, *Eating Habits, Elementary Secondary Education, *Environmental Influences, *Multiply Handicapped, *Physical Environment, Self Care Skills, *Severely Handicapped, *Social Environment

Effects of the physical and social environment on the feeding of severely and multiply handicapped students are discussed. The role of such physical environmental factors as sound, visual stimuli, light, movement, touch, clothing and furniture is considered. Among the social influences operating are the student's physical abilities and disabilities, current health, likes and dislikes, and past feeding activities. Suggestions are made for altering the environment to enhance the development of feeding skills. (CL)

ED 140 595 EC 101 231

Pooley, Richard C.

Alternative Approaches to Treating Children and Families Who Exhibit Behavior Problems: Introduction.

Pub Date Apr 77

Note—8p.; Paper presented at the Annual Convention of the American Educational Research Association (New York, New York, April, 1977); For related information, see EC 101 232 - EC 101 234

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Problems, Cost Effectiveness, *Delinquency, Elementary Education, Emotionally Disturbed, Family Problems, Needs Assessment, *Socially Deviant Behavior, *Therapy

The author describes the phenomena of increased disturbing behaviors shown by children (6 to 12 years old) and the cost of such behaviors in terms of dollars and human misery. It is suggested that certain diseconomies exist in the traditional approach to dealing with the phenomena and that perhaps innovation is indicated. (SBH)

ED 140 596 EC 101 232

Shea, Richard J. And Others

Interagency Outpatient Service Delivery to Young Children and Their Families.

Pendleton Project, Virginia Beach, Va.

Pub Date Apr 77

Note—56p.; Paper presented at the Annual Convention of the American Educational Research Association (New York, New York, April, 1977); For related information, see EC 101 231, EC 101 233, and EC 101 234

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Behavior Change, *Behavior Problems, Community Resources, *Delinquency, Elementary Education, Emotionally Disturbed, Interagency Cooperation, Interdisciplinary Approach, *Intervention, *Program Descriptions, *Program Effectiveness, *Socially Deviant Behavior

Identifiers—*Pendleton Project

The Pendleton Project is an interagency/interdisciplinary program providing outpatient, day treatment, and residential services to 6- through 12-year-old children who exhibit serious and persistent behavior problems. The objective of the project is to implement a comprehensive intervention program for the child by means of both direct treatment and referral to other appropriate community resources. Outpatient services focus on counseling parents and teachers in alternative methods of child management. Intervention effectiveness is monitored by means of behavioral data. After 3 1/2 years of operation, treatment success is 76% at termination of active intervention services with 58% of the children behaving acceptably at 12-month followup. The treatment effectiveness data, in combination with relatively short treatment time required, strongly support the use of intensive, closely monitored intervention procedures with this population. Interagency participation in the project appears to have significant impact on treatment effectiveness. The interagency model does create problems in financial management and personnel matters and requires assertive public relations efforts for community acceptance, but treatment effectiveness data supports continuation of the model. (Among appendices are a table of referral statistics, a diagram of the model, and information on termination and followup.) (Author/SBH)

ED 140 597 EC 101 233

Cunningham, William G. And Others

A Diagnostic/Prescriptive System to Aid in the Treatment of Behavioral Disorders.

Pendleton Project, Virginia Beach, Va.

Pub Date Apr 77

Note—22p.; Paper presented at the Annual Convention of the American Educational Research Association (New York, New York, April, 1977); For related information see EC 101 231 - EC 101 232, and EC 101 234

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Problems, *Clinical Diagnosis, *Delinquency, Elementary Education, Emotionally Disturbed, Evaluation Methods, Exceptional Child Research, *Factor Analysis, *Individual Characteristics, Program Descriptions, *Socially Deviant Behavior

Identifiers—*Pendleton Project

Described is the development of a diagnostic/prescriptive system—developed as part of the Pendleton Project—which would aid in the understanding of causes and ultimate treatment of dysfunctional behavior in 6- through 12-year-old children. Reported are the objectives and rationale of the Pendleton Project, an interdisciplinary, community based treatment center directed toward reeducating children with behavior problems and their families so that future maladaptive behavior is unlikely to occur. It is noted that data has been collected on a sample of 53 families to accomplish three objectives: to determine the characteristics that separate the control group from the treatment population; to eliminate those variables that have little or no diagnostic value; and to cluster the remaining variables so that they identify children who share other common characteristics and functional or dysfunctional behaviors. Explained is the process used for identifying 834 variables, and provided are results of the analysis along with interpretation of the data for the 44 data elements taken from the original 834 variables. (Author/SBH)

ED 140 598 EC 101 234

Fun, Bong-soo And Others

Residential Behavior Therapy Treatment as an Intensive Care Approach to the Development of Community Competence.

Pendleton Project, Virginia Beach, Va.

Pub Date Apr 77

Note—53p.; Paper presented at the Annual Convention of the American Educational Research

Association (New York, New York, April, 1977); For related information, see EC 101 231 - EC 101 233

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Behavior Problems, Case Studies, Community Programs, Contingency Management, *Delinquency, Elementary Education, Emotionally Disturbed, Intervention, *Program Descriptions, *Program Effectiveness, *Residential Programs, *Socially Deviant Behavior

Identifiers—*Pendleton Project, Token Economy

The Pendleton Project residential service is a short term intensive care alternative to the long term, costly, and ineffective non-community based institutional model for treating children and families suffering from behavior problems. The residential services are designed to develop community competency from the vantage point of its unique integration of the human service delivery network. Application of behavior therapy principles is aimed at clinical outcomes that meet the expectations of the consumer. Within the therapy context, the residential treatment team has developed a "package" treatment program implemented by staff mediators by synthesizing diagnostic and treatment procedures for each resident on the basis of a token economy system. Evaluation of the treatment effectiveness has been done within single-subject and between-subject research designs, while the untreated non-random control group with pre- and post tests has been chosen as the most feasible research design. The case of 7-year-old emotionally disturbed boy demonstrates the treatment model. (Appendices include copies of parental and referral contract sheets.) (Author/SBH)

ED 140 599 EC 101 236

Orloff, Jeffrey H., Ed.

Creativity and the Gifted/Talented Child.

Pub Date Feb 77

Note—108p.; Proceedings of the Northern Virginia Conference on Gifted/Talented Education (2nd, Falls Church, Virginia, February 25, 26, 1977)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Conference Reports, *Creativity, Cultural Differences, *Educational Programs, Elementary Secondary Education, *Gifted, Learning Difficulties, *Talented Students

Identifiers—*Gifted Handicapped

Presented are papers by keynote speakers and workshop session leaders from a 1977 conference on Creativity and the Gifted/Talented Child. Following a copy of the conference program are entries with the following titles and authors: "Creative Potential and Educational Experience—A Rationale for Creative Education Programs" (S. Parnes); "Teaching the Gifted and Talented—Preparing Educators for the Gifted/Talented-A Challenge" (D. Sisk); "Needed Programs for the Gifted" (J. Gallagher); "A Humanistic Approach to the Gifted/Talented Child" (D. Brown); "Reaching the Learning Disabled Gifted" (B. Given); "The Vulnerability of the Gifted Child" (M. Rose); "Young, Black, and Gifted—The Culturally Different Child" (C. Brooks); "Do Gifted Girls Fear Success?" (C. Becker); "Science Approaches for the Gifted Middle Schooler" (D. Bradewie); "Reading Motivators for High Potential Learners—Grades K-8" (M. Rourke); and "A Group Encounter Strategy through Creative Writing or How to Stuff Wild Ducks" (H. Jellen). Provided after each of their papers are the publications of each keynote speaker, and included is a selected reading list of books on creativity. (SBH)

ED 140 600 EC 101 237

The Alternative School: Alachua County (Florida) Public Schools. Descriptive Materials Covering the Secondary Center for Emotionally Disturbed Adolescents.

Alachua County Schools, Gainesville, Fla.

Pub Date 77

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adolescents, Curriculum Design, *Educational Alternatives, *Emotionally Disturbed, Junior High Schools, *Program Descriptions, Secondary Education

Identifiers—*Florida (Alachua County)

Compiled are materials which describe the Alternative School of the Alachua County, Florida, Public School District, which serves a severely emotionally disturbed population of about 75-85 adolescents. The following materials are included:

an introductory letter, which includes information on staff operations and the curriculum framework, given out to parents and supporting agency counselors; a diagram of the educational system for emotionally disturbed children; a list of policy questions frequently asked, many dealing with sensitive and controversial issues which are misunderstood by the media; rules for students at Alternative School; an article titled "Educating Troubled Youth Amid Whirlwind Social Change" by R. Ramsey about the historical background and content of the program; and annual reports of the principal to the superintendent for the school years 1974-75 and 1975-76. (SBH)

ED 140 601 EC 101 238

Sorensen, Bobbi, Ed. Addison, Linda, Ed.
"Model" Units for the Gifted. [A Compilation of Units for Gifted Students Based on Four Theoretical Models.]

Pub Date 77
Note—139p.; Best Available Copy, print on some pages is marginal and may not reproduce well. Available from—Linda Addison Enrichment Classes, FAO 170, University of South Florida, Tampa, Florida 33620 (\$4.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Activity Units, Archaeology, Art, Astronomy, Conceptual Schemes, Cooking Instruction, Creativity, *Curriculum Guides, Elementary Secondary Education, *Gifted, History, *Learning Activities, Legal Education, *Models, Mythology, Preschool Education, Problem Solving, Sciences, *Teacher Developed Materials, Transportation

Intended for teachers of the gifted, the book contains a compilation of teacher-developed units written for use with students from preschool through high school. Units are divided into four sections: one for each of four theoretical models—Bloom's Taxonomy of Educational Objectives, Guilford's Structure of the Intellect, Taylor's Multiply Talents Model, and Williams Model for Implementing Cognitive-Affective Behaviors in the Classroom. Each model is explained in introductory sections preceding unit activities. A Potpourri unit is also provided. Units in each section are noted to illustrate how the model could be the structure for the curriculum. Subjects covered by unit activities include the following: pets, transportation, work in the kitchen, science laboratory, creative problem solving, archaeology, history of timekeeping, astronomy and space travel, mythology, age of chivalry, art appreciation, creative problem solving through art, and law instruction. (SBH)

FL

ED 140 602 FL 007 600

Pickering, Michael
Some Observations on Cloze Tests. *Language Centre News*, No. 1.

Jyväskylä Univ. (Finland). Language Center.

Pub Date Jan 76
Note—4p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cloze Procedure, Context Clues, Language Ability, *Language Skills, *Language Tests, *Reading Ability, Reading Comprehension, *Reading Tests, Test Interpretation, *Test Validity, Vocabulary Skills

The cloze test requires a student to fill gaps in a text with appropriate words where every nth word is deleted. The cloze procedure forms a test of a reader's ability to predict, on the basis of context, what word will occur. Test marking may be narrow, in which only the exact word omitted is counted as correct, or broad, where any acceptable word is correct. In addition to general reading and language skills, the cloze test requires the following abilities: (1) knowledge of vocabulary; (2) knowledge of collocation and colligation; (3) attention to nearer and farther context; and (4) flexibility as to word and context interchangeability. Two cloze test fragments illustrate how these abilities are called into play. (CHK)

ED 140 603 FL 007 609

Zgusta, Ladislav
Linguistics and Bilingual Dictionaries. *Studies in Language Learning*, Vol. 1, No. 1, Fall 1975.

Illinois Univ., Urbana. Univ. for Foreign Language Study and Research.

Pub Date 75

Note—16p.

Available from—SLL, Subscriptions, Unit for Foreign Language Study and Research, University of Illinois, Urbana, Illinois 61801 (\$2.50 per issue)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingualism, *Dictionaries, Generative Grammar, Language Research, *Lexicography, Linguistics, *Second Language Learning, *Semantics, *Syntax

Identifiers—*Bilingual Dictionaries

There are various types of dictionaries, depending on the goals for which a dictionary is compiled. The main intention of a bilingual dictionary is to indicate the semantic equivalence of the lexical items of two languages. Bilingual dictionaries are used primarily for two purposes: a speaker of the target language uses the dictionary in order to understand texts written in the source language and a speaker of the source language uses it to speak or write in the target language. Bilingual lexicography has made great progress in establishing types of dictionaries and in finding techniques of semantic and grammatical indications. There are two areas, however, where future research is necessary. First, a question which needs answering is "Which types of bilingual dictionaries should be used by the foreign language learner, and in what sequence should they be used?" Secondly, current studies which stress the study of sentences should be investigated by lexicographers. This stress does not necessarily run counter to the interests of the lexicographer, who deals primarily with lexical units. These studies should be investigated for two reasons: (1) current syntactic research contains many observations concerning concrete lexical units which deserve incorporation into the dictionary; (2) the lexicographer's task is to indicate as many as possible of the grammatical and semantic requirements and constraints that apply to a lexical unit. (CFM)

ED 140 604 FL 007 613

Barnitz, John
Toward Understanding Syntax in Reading Comprehension: Review of Resources. *Studies in Language Learning*, Vol. 1, No. 1, Fall 1975.

Illinois Univ., Urbana. Univ. for Foreign Language Study and Research.

Pub Date 75

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Applied Linguistics, Bibliographies, Educational Theories, Grammar, Linguistic Theory, *Literature Reviews, *Reading Comprehension, *Reading Processes, *Reading Research, *Resource Materials, Semantics, *Syntax

The purpose of this review article is to survey some of the current research in linguistic syntax and the reading process. It also presents a summary of recent developments in applied linguistics. Reading comprehension is viewed as an interactive communication process where the reader uses his knowledge and cognitive-linguistic processes, especially his knowledge of syntax, to construct meaning from the printed page. Linguistic research on reading is reviewed, illustrating the parallel development of studies in syntactic-semantic theory and research on the reading process. The information is grouped under the following headings: (1) Modern Trends in Reading Education Theory; (2) Evolution of Syntactic and Semantic Theory; and (3) On Aspects of the Reading Process and Applied Linguistics. A bibliography is given for both general linguistics and reading education research until early 1975. (Author/AM)

ED 140 605 FL 007 621

Scollon, Ronald
A Sketch of Kutchin Phonology. *Working Papers in Linguistics*, Vol. 7, No. 3, May-June, 1975.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date 75

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*American Indian Languages, *Athapaskan Languages, Comparative Analysis, Componential Analysis, Intonation, Language Classification, *Language Research, Morphology (Languages), Phonemics, Phonetics, Phonological Units, *Phonology, Stress (Phonology)

Identifiers—Alaska, Canada, *Kutchin

The Kutchins are a group of Athapaskan Indians who live in an area between the East Fork of the Chandalar River in Alaska and the Mackenzie River in Canada. Eight main groups were classified by Osgood (1936) and McKennan (1965) added a ninth group, Chandalar Kutchin. The present study is based on material collected during the summer of 1972 in one of the settlements of Chandalar Kutchin, Arctic Village. It consists of five sections: (1) a phonological study of Kutchin as spoken in Arctic Village that summer; (2) discussion of main varieties of Kutchin and comments on the relationship between Kutchin and English; (3) a phonological description of Kutchin; (4) a description of the general historical developments; and (5) a stem list of the forms on which this study is based. (CFM)

ED 140 606 FL 007 667

Aboud, Frances E., Ed. Meade, Robert D., Ed.
Cultural Factors in Learning and Education. Western Washington State Coll., Bellingham.

Pub Date 74

Note—184p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Bilingualism, *Cognitive Processes, *Cross Cultural Studies, *Cultural Factors, *Culture, *Learning, Learning Characteristics, Learning Motivation, Occupational Choice, Racial Differences, Reading Achievement, Sex Differences, Socioeconomic Influences, Symposia

The Fifth Western Symposium on Learning, held November 15 and 16, 1973, considered the question of how cultural factors affect learning that produces important differences in personality. The following papers, with commentaries, are collected in this volume: (1) "Cultural Factors in Learning and Education: Opening Remarks," by Paul Woodring; (2) "Varieties of Intellectual Experience," by Harrison Gough; (3) "Varieties of Cognitive Competence in a Cross-Cultural Context" (commentary on Gough's paper), by Karl Holzmüller and Ana Holzmüller; (4) "Personality, Race and Social Class Determinants of Occupational Goals," by Lawrence W. Littig; (5) "Motivation: Antecedent to Learning" (commentary on Littig's paper), by Ralph Glebe and Robert D. Meade; (6) "Culture and Language as Factors in Learning and Education," by Wallace E. Lambert; (7) "Bilingualism: Is It Desirable?" (commentary on Lambert's paper), by Frances E. Aboud; (8) "Cultural Tolerance, Learning and Education," by Thomas A. Billings; (9) "Another Point of View" (commentary on Billings' paper), by Peter J. Elich; (10) "Cultural Impact on School Achievement," by Robert L. Thorndike; (11) "Culture, Family, Economics and Education" (commentary on Thorndike's paper), by Evelyn P. Mason and Thomas M. Smith; (12) "Kinship, Psychosocial Homeostasis (PSH) and Learning," by Francis L. H. Hsu; and (13) "The Limits of Human Potential" (commentary on Hsu's paper), by George Cvetkovich and Frank Pasquale. (Author/RM)

ED 140 607 FL 008 183

Thompson, R.W.

Creole Languages and Educational Development.

Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 13.

Linguistic Society of Australia: Monash Univ., Clayton, Victoria (Australia).

Pub Date 75

Note—17p.; Not available in hard copy due to marginal legibility of the original document. Available from—Linguistic Communications, c/o Dept. of Japanese, Monash University, Wellington Road, Clayton, Victoria, 3168, Australia.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—African Languages, Conference Reports, *Creoles, Dialects, Dialect Studies, *Educational Development, English, *Language Planning, *Language Variation, *Linguistic Borrowing, Nonstandard Dialects, *Pidgins, Regional Dialects, Sociolinguistics, Spanish, Spelling, Standard Spoken Usage, Transformation Generative Grammar, Yiddish

Identifiers—Black English, West Indies

An international conference on creole languages and educational development was held at the University of the West Indies, St. Augustine, Trinidad, from July 24-28, 1972. It was attended by scholars from Africa, Australia, Hawaii, the Caribbean region, the United Kingdom, the United States, and France. The papers presented

were descriptions of a wide variety of creoles or recommendations for education and language planning. Most creole language studies are being made in the Caribbean area at the present time, and the majority of the papers dealt with Jamaican and Guyanese creoles and others of that region. Papers were also presented on one Asian creole, Malaccan Creole Portuguese, and the African creoles of West Cameroon, Sierra Leone and Nigeria. Other papers dealt with such subjects as the influence of African-based creole pidgins on American dialects, the concept of pidginization-creolization with reference to Yiddish, the use of pidgin in Nigerian literature, English and Spanish in Puerto Rico, New World English, the acceptability of creolized English in the classroom, and the concept of competence with reference to four texts of children's speech in the Cayo district of British Honduras. (CFM)

ED 140 608 FL 008 267

Denteh, A. Crakye Keelson, K.K.
Spoken Fante for Non-Fante Beginners
Peace Corps, Washington, D.C.
Pub Date May 74

Note—81p.; Not available in hard copy due to marginal legibility of original document. Some of the later lessons may be difficult to read.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*African Languages, *Instructional Materials, *Language Instruction, Language Proficiency, Language Skills, Language Usage, *Second Language Learning, Sociolinguistics, Speech Communication, Teaching Methods, *Textbooks

Identifiers—*Fante

This text contains 66 lessons in Fante for the student of Fante as a second language. The principal emphasis of the lessons is in developing skills in the spoken language, and study is preferable with a native speaker of Fante. The use of English is to be avoided except when absolutely necessary. Because of the attention given to oral skills, the teaching of formal grammar is also avoided, and blackboard notes are not to be provided for the students to copy. Each lesson is structured around a specific situation or topic, such as greetings, the market place, or parts of the body, and occasionally around an element of grammar. Repetition is the basic method used; students repeat a given dialogue after the teacher, and then memorize it. Substitution drills and question-answering are then used to reinforce what the student has learned. Review lessons are interspersed at regular intervals. (CLK)

ED 140 609 FL 008 269

Denteh, A.C.
Spoken Twi for Non-Twi Beginners
Peace Corps, Washington, D.C.
Pub Date [74]

Note—70p.; Not available in hard copy due to marginal legibility of original document. Some of the lessons may be difficult to read.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*African Languages, *Instructional Materials, *Language Instruction, Language Proficiency, Language Skills, Language Usage, *Second Language Learning, Speech Communication, Speech Skills, Teaching Methods, *Textbooks

Identifiers—*Twi

This text contains 65 lessons in Twi for the student of Twi as a second language. The principal emphasis of the lessons is in developing skills in the spoken language, and study is preferable with a native speaker of the language. The use of English is to be avoided except when absolutely necessary. Because of the attention given to oral skills, the teaching of formal grammar is also avoided; and blackboard notes are not to be provided for the students to copy. Each lesson is structured around a specific situation or topic, such as greetings, the market place, or the parts of the body, and occasionally around an element of grammar. Repetition is the basic method used. In terms of lesson format, students repeat a given dialogue after the teacher, and then memorize it. Substitution drills and question-answering are used to reinforce what the student has learned. Review lessons are interspersed at regular intervals. (CLK)

ED 140 610 FL 008 532

Harada, Kazuko I.
Acquisition of Japanese Relative Clauses: A Case Study on a Two-Year-Old. Annual Reports, Vol. 1.
International Christian Univ., Tokyo (Japan).
Pub Date 76

Note—17p.; Case Study is part of a longitudinal study developed at the Division of Languages, International Christian University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Language, *Comprehension Development, Imitation, *Japanese, *Language Development, Language Proficiency, Linguistic Performance, Longitudinal Studies, Perception, Preschool Children, Psycholinguistics, Sentence Structure, *Syntax, Verbal Development, Verbs

Identifiers—*Relative Clauses

By age two, a child begins to form complex sentences by joining two or more sentences or by embedding one sentence into another. Formation of conjoined structures is a simpler process and emerges earlier than that of embedding structures. This paper attempts to answer the following questions: (1) Do children produce or understand embedding sentences correctly from the beginning of their acquisition or do they make mistakes? (2) Are there discrepancies between syntactic perception of embedding sentences and comprehension of the meaning? A longitudinal study of syntax development and acquisition of relative clause construction in one Japanese child forms the basis of the theory. Data consist of 120 elicited imitations of Japanese relative clause sentences, collected at ages 2;8, 2;9 and 2;10. Past studies on acquisition of relative clause construction deal with difficulty of acquisition of relative types. In the present study, four types of Japanese relative clause sentences were used for a total of 40 test sentences. Results indicate the subject-subject type was both imitated and comprehended best, and the comprehension score exceeds that of imitation for each type. Various theories accounting for differences in ease of acquisition are discussed. (CHK)

ED 140 611 FL 008 541

Composition at the Middle Level of Elementary School. School Research Newsletter.
National Swedish Board of Education,
Stockholm.

Pub Date Nov 76

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Composition (Literary), *Composition Skills (Literary), Elementary Education, *Elementary School Students, Essays, Grade 4, Grade 5, Grade 6, Grammar, *Language Development, *Language Research, Sentences, Sex Differences, Socioeconomic Influences, Socioeconomic Status, Vocabulary, Vocabulary Development, Writing, *Writing Skills

Identifiers—Sweden

A group of about 200 students in Malmo, Sweden, was followed through three grades of elementary school (grades 4, 5, and 6) in order to observe the development of their composition writing skills. The project involved three problem areas. (1) "How does the written language develop and how is it viewed by judges?" The data gathered shows the changes which occurred in selected linguistic measurements. Productivity (length of essays, number of different words, etc.), which is an important sign of development, was found to have increased. It was also the characteristic to which observers attached the greatest importance. (2) "How can composition writing be stimulated?" Students were assigned essays, and the effects of the topics and certain instructions (about correct writing) on the children's creativity were analyzed. (3) "Do different student groups have different written language?" The differences between the sexes was greater in grade 6 than in grade 4. Girls were better than boys in all areas where the differences occurred. Girls were also far superior in terms of productivity. Differences between social classes were less pronounced. (CFM)

ED 140 612 FL 008 585

Ort, C. Eric And Others
The Effect of a Language Versus a Dialogue Emphasis in Beginning Spanish Instruction and a Comparison of Structured Versus Unstructured Follow-Up. Final Report.

Pub Date [77]

Note—58p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Intensive Language Courses, *Language Instruction, Language Proficiency, Language Tests, Learning Processes, Linguistic Performance, Listening Comprehension, Memorizing, Retention, *Second Language Learning, *Spanish, Speech Communication, *Teaching Methods

Identifiers—Dialogs (Language Learning), *Follow-up Instruction

The effects of a language versus a dialogue emphasis and a structured versus an unstructured follow-up in intensive language instruction were assessed using eighty-three students destined for missionary work in Spanish-speaking countries. A 2 X 2 analysis of variance design was employed, with students assigned to one of four treatments: language emphasis, unstructured; dialogue emphasis, unstructured; language emphasis, structured; and dialogue emphasis, structured. After eight weeks of intensive training at the Language Training Mission of the Church of Jesus Christ of Latter-Day Saints, and after two months of living in a foreign country, students were tested for language and dialogue mastery. Results revealed no significant differences between language and dialogue emphasis treatments. A comparison, however, between structured and unstructured treatments revealed significant differences in favor of structured on each of the following: language mastery, dialogue mastery, dialogue comprehension, dialogues learned, and total number of dialogue concepts learned. On the basis of the foregoing, the following conclusion seems applicable to the field of intensive language instruction: a continued structured follow-up in both language comprehension and dialogue memorization is necessary if the student is to continue to make rapid progress after the initial period of intensive training. (Author/CFM)

ED 140 613 FL 008 592

Cartel: Annotations and Analyses of Bilingual Multicultural Materials. Winter 1976-77. Vol. IV, No. 2.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—62p.

Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Boulevard, Austin, Texas 78752 (\$1.75)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—American Indian Languages, *Annotated Bibliographies, *Biculturalism, *Bilingual Education, *Curriculum Evaluation, English (Second Language), Greek, *Instructional Materials, Language of Instruction, Mathematics, Psycholinguistics, Reading Materials, *Resource Materials, Spanish, Teacher Education, Vietnamese

This is an informative listing for educators, librarians, and others interested in materials for bilingual multicultural education. There are two main sections, annotations and analyses. Annotated entries are arranged under the following headings: (1) assessment and evaluation; (2) bibliographies; (3) classroom resources; (4) English as a second language; (5) informational resources; (6) mathematics; (7) professional readings and resources - teacher education; (8) science and health; (9) social studies; (10) Spanish language arts; (11) supplementary reading; and (12) vocational education. A typical annotation includes information in the following order: title, author or agency, name and address of the publisher, publication date, pagination or number of parts, languages used, intended audience or level, and a descriptive statement. In section two, five items are analyzed in detail. Information given about these items includes: components, objectives, scope, sequence, methodology, evaluation methods, and physical description. Selection criteria for the annotated and for the analyzed items include availability and relevance to bilingual education. (AM)

ED 140 614 FL 008 593

Wanar, Stanley F. Ed.
Language and Reading Comprehension. Linguistics and Reading Series: 2. Papers in Applied Linguistics. CAL-ERIC C.I.I. Series on Languages and Linguistics, No. 52.
Center for Applied Linguistics, Arlington, Va.; ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date May 77

Note—87p.; For related documents, see FL 008 469

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$4.95)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Attention, Beginning Reading, Cognitive Processes, Cognitive Style, Individual Differences, *Language Development, Language Research, *Psycholinguistics, *Reading Comprehension, Reading Difficulty, Reading Instruction, *Reading Processes, *Reading Research

Identifiers—Language Processing

This collection provides a number of perspectives on the central role that language plays in reading comprehension. Following an introduction by the editor, entitled "Attention and Individual Differences in Comprehension," the following papers are presented: (1) "The Line of Sight Approach," by Norman H. Mackworth; (2) "The Information Processing Approach," by D. L. Fisher and M. S. Smith; (3) "Language Development: Universal Aspects and Individual Variation," by Paula Menyuk; (4) "Developmental Psycholinguistics: Implications for Reading Research," by Stanley F. Warrat; (5) "Communication and Cognitive Style: A Clinical Perspective," by Robert W. Goldberg; (6) "The Role of Intention in Reading and Thinking," by Russell G. Stauffer; and (7) "Efficiency in Beginning Reading: Possible Effects on Later Comprehension," by Kenneth J. Smith. The first two papers consider different approaches to the analysis of reading comprehension difficulties. The third and fourth papers deal with commonalities and individual differences identified by research on language learning and some implications of that research for reading. The fifth and sixth papers explore cognitive style factors in communication and comprehension. The last paper discusses the types of linguistic units attended to in beginning reading. A list of references concludes the book. (Author/RM)

ED 140 615 FL 008 594
 Jokovich, Nancy, Comp. Behrens, Sophia, Comp.

A Bibliography of American Doctoral Dissertations in Linguistics: 1968-1974. CAL-ERIC/CLL Series on Languages and Linguistics, No. 53.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 77

Note—153p.; For related documents, see ED 115 119, ED 125 269, and FL 008 451

Available from—ERIC Clearinghouse on Languages and Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$5.25)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Applied Linguistics, *Bibliographies, Contrastive Linguistics, Creoles, Diachronic Linguistics, Dialects, *Doctoral Theses, Grammar, Language, Language Development, Languages, *Linguistics, Literary Analysis, Morphology (Languages), Neurolinguistics, Phonology, Pragmatics, Psycholinguistics, Semantics, Sociolinguistics, Synchronic Linguistics, Syntax, Transformation Generative Grammar

Identifiers—Black English

This bibliography is the final volume of a project begun in 1975, an update of the Center for Applied Linguistics' publication, "A Bibliography of American Doctoral Dissertations in Linguistics: 1900-1964," compiled by Phillip R. Rutherford. In this update, an attempt was made to also cover the linguistics-related fields such as anthropology, education, languages and literature, psychology, sociology and speech. Most of the dissertations cited here were completed between 1968 and 1974, but some completed in 1965-1967 have also been included. The 2,271 entries in the volume are given in alphabetical order by the author's name; each entry gives, in addition to title and author, the name of the university and the year of completion. A subject index is also provided, which is, for the most part, language-specific, with a minimum of cross-referencing. For less frequently cited languages, many topics are grouped under such general categories as

morphology, phonology, semantics and syntax. (Author/RM)

ED 140 616 FL 008 595
 Eddy, Peter A., Comp. McLane, Kathleen, Comp.

ERIC Documents on Foreign Language Teaching and Linguistics: List No. 17. CAL-ERIC/CLL Series on Languages and Linguistics, No. 54.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Note—26p.; For related documents, see ED 132 863; Some parts may be marginally legible due to small print of the original document

Journal Cit—Modern Language Journal; v61 n3 p110-129 Mar 1977

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Indians, Applied Linguistics, *Bibliographies, Biculturalism, *Bilingual Education, Careers, Child Language, Contrastive Linguistics, Culture, Dialect Studies, *English (Second Language), Error Analysis (Language), French, German, Grammar, Instructional Materials, Language Handicaps, *Language Instruction, Language Teachers, Language Tests, *Linguistics, Phonology, Physiology, Program Evaluation, Psycholinguistics, Psychology, *Second Language Learning, Semantics, Spanish, Teacher Education, Teaching Methods, Translation, Uncommonly Taught Languages

This is the seventeenth in a series of catalogues of documents in the ERIC system that are of interest to teachers and researchers in foreign languages and linguistics. The documents cited in the present list appeared in the monthly ERIC abstract journal "Resources in Education" from January through June, 1976. The list is compiled from all of the RIE citations published during that period, not only those contributed by the Clearinghouse on Languages and Linguistics. The list contains the following headings: (1) General; (2) Linguistics; (3) Foreign Language Education; (4) Physiology and Psychology of Language Learning; (5) Equipment; (6) Bilingual/Bicultural Education; (7) English as a Second Language. Each entry includes author's name, title of the work, source, date (if available), length, and ED number. The list is designed to be used in conjunction with RIE and an ERIC microfiche collection. (Author/RM)

ED 140 617 FL 008 596
 Rogers, Andy, Ed. And Others

Proceedings of the Texas Conference on Performatives, Presuppositions and Implicatures.

Center for Applied Linguistics, Arlington, Va.

Pub Date 77

Note—183p.; Some parts may be marginally legible due to small print of the original document

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$9.95)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—English, Generative Grammar, *Language, Language Classification, *Language Usage, Lexicography, *Linguistic Theory, *Pragmatics, Semantics, Syntax, Verbs
 Identifiers—Generative Semantics, Illocutionary Act, Implicatures, Performatives (Language), Presupposition

The ten papers in this volume are largely revisions of papers presented at the Texas conference, held March 22-24, 1973. The first paper, "Against Universal Semantic Representation," by Gilbert Harman, argues against the need for (and the possibility of) a level of semantic representation in a theory of language. "Remarks on the Lexicography of Performative Verbs," by James D. McCawley, is primarily concerned with a characterization of performativity. "A Classification of Illocutionary Acts," by John R. Searle, sets up a classification scheme in terms of illocutionary acts, rather than illocutionary verbs. The next two papers, "Where to Do Things with Words," by John Robert Ross, and "Aspects of Linguistic Pragmatics," by Jerrold M. Sadock, concern themselves with the question of how to treat cases in which what a sentence might be said to mean is not what the speaker might be said to have meant. "What You Can Do with Words: Politeness, Pragmatics and Performatives," by Robin Lakoff, explores politeness in language. "Pragmatics in Natural Logic," by

George Lakoff, shows how three pragmatic concerns (indexical elements, performatives and implicatures) can be incorporated into a generative semantics theory. The final three papers deal with the problems of presupposition: "Pragmatic Presuppositions," by Robert Stalnaker; "Presupposition and Linguistic Context," by Lauri Karttunen; and "Where Pragmatics Fits In," by Richard H. Thomason. Suggestions for further reading are appended. (Author/RM)

ED 140 618 FL 008 597
 Espana: Building Bridges of Understanding with the People of Spain.

Brigham Young Univ., Provo, Utah. Language Research Center.

Pub Date 77

Note—37p.; Some pages may be marginally legible due to small print of the original document

Available from—Brigham Young University, Language and Intercultural Research Center, 240 B-34 Provo, Utah 84602 (\$2.00 plus \$0.25 postage)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Culture, *Autoinstructional Aids, *Communication (Thought Transfer), Communication Problems, Cross Cultural Studies, *Cross Cultural Training, Cultural Awareness, *Cultural Differences, Cultural Education, *Cultural Traits, Culture Conflict, Culture Contact, Instructional Materials, Language Skills, Spanish, *Spanish Culture

Identifiers—Spain

This booklet was designed to facilitate interactions and communication with the people of Spain by providing information about their customs, attitudes and other cultural characteristics which influence their actions and values. A brief description of Spain is given, which covers the following: geography, weather, history, ethnic roots, regional boundaries, language, education, transportation and communications, the family, dating and marriage customs, housing and possessions, diet, personal appearance, the arts, and recreation. Attitudes toward individualism, pride, personalism, religion, and male and female roles are explained through brief descriptions of realistic situations involving American visitors to Spain. A self-test is given after each situation. Information is also given on: greetings, visiting, conversation, gestures, meetings, eating, useful Spanish phrases, signs, shopping, the monetary system, public transportation, telephones, the postal system, eating out, telling time, numbers, medical facilities, holidays, international road signs, clothing sizes, and weights and measures. A brief bibliography is provided. (SW)

ED 140 619 FL 008 598
 Intercultural Communicating.

Brigham Young Univ., Provo, Utah. Language Research Center.

Pub Date 76

Note—43p.

Available from—Brigham Young University, Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602 (\$2.50 plus \$0.25 postage)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Culture, *Autoinstructional Aids, *Communication (Thought Transfer), Communication Problems, Cross Cultural Studies, *Cross Cultural Training, Cultural Awareness, *Cultural Differences, Cultural Education, *Cultural Exchange, Cultural Traits, Culture Conflict, *Culture Contact, *Foreign Culture, Instructional Materials

An introduction is provided to the basics of intercultural communication, designed to go beyond cultural contrasts. Factors involved in communicative exchanges with people from other cultures who may think, feel, or act differently are explored. The importance in different cultures of gestures, valuing individuality versus the group, and culture shock when living in a foreign country are discussed. Tests or exercises are provided involving what to do in various situations to make an interaction more pleasant. Appendices include guidelines that will be helpful for people who use an interpreter or are leaders in personal or group encounters. (SW)

ED 140 620 FL 008 599
 Latin America: Intercultural Experiential Learning Aid.

Brigham Young Univ., Provo, Utah. Language Research Center.

Pub Date 76

Note—67p. Some pages may be marginally legible due to small print of the original document. Available from—Brigham Young University, Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602 (\$2.00 plus \$0.25 postage).

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—American Culture, *Autoinstructional Aids, *Communication (Thought Transfer), Communication Problems, Cross Cultural Studies, *Cross Cultural Training, Cultural Awareness, *Cultural Differences, Cultural Education, *Cultural Traits, Culture Conflict, Culture Contact, Instructional Materials, *Latin American Culture, Portuguese, Spanish.

This learning aid is intended to help Americans become more effective in understanding and communicating with Latin Americans. The book consists of the following: (1) a map of Latin America, with area and population statistics for the various countries; (2) a brief description of the land, the people, the economy, diet, religion, government, education, and customs and courtesies; and (3) descriptions, in terms of realistic situations involving American visitors to Latin America, of certain attitudes, values and assumptions (here called themes) important to Latin American culture - time and work, individualism, machismo, religion, Latin American family, etiquette and personalism. A self-test is given after each theme. An appendix provides "culturalgrams" (brief descriptions of the land, the nation, the people, lifestyle and customs and courtesies) for Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Mexico, Paraguay, Peru, Uruguay and Venezuela. A list of survival phrases in Spanish and Portuguese, an explanation of common signs, sizes and weights and measures, and a brief bibliography are also given in the appendix. (RM)

ED 140 621 FL 008 600

German-Speaking People of Europe.

Brigham Young Univ., Provo, Utah. Language Research Center.

Pub Date 76

Note—47p.

Available from—Brigham Young University, Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602 (\$2.00 plus \$0.25 postage).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Culture, *Communication (Thought Transfer), Communication Problems, *Cross Cultural Studies, Cultural Awareness, *Cultural Differences, *Cultural Education, Cultural Factors, Culture Conflict, Culture Contact, *German, Language Instruction.

Identifiers—*German Culture

This book attempts to provide cultural information which will enable an American to communicate effectively with German-speaking people of Europe. The book discusses differences between American and Germanic culture in such areas as food, laws, customs, religion, language, dress, and basic attitudes. Background information is given on Austria, Germany, and Switzerland and on the characteristics of their people. Problems in intercultural communication are presented via situations built around such themes as: the concept of time, attitudes toward knowledge, formality, individual pride and sense of privacy. Facial expressions and gestures are also discussed. Short cultural notes on such topics as shopping and holidays are followed by "survival phrases" and a translation of common signs, clothing sizes, and weights and measures. A brief bibliography completes the volume. (AM)

ED 140 622 FL 008 601

Seeley, H. Ned, Ed. Tyler, V. Lynn, Ed.

Intercultural Communicator Resources.

Brigham Young Univ., Provo, Utah. Language Research Center; Illinois State Office of Education, Springfield. Bilingual Education Section.

Pub Date 77

Note—106p.

Available from—Brigham Young University, Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602 (\$4.95 plus \$5.50 postage).

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Communication (Thought Transfer), *Cultural Exchange, *Culture, Culture Conflict, Culture Contact, Human Rela-

tions, *Intercommunication, *Intercultural Programs, Interpersonal Competence, Resource Materials, Sociolinguistics.

This list of resources in the field of intercultural communication includes: (1) bibliographies; (2) books; (3) other print and audiovisual materials, including papers and periodical articles; (4) communication media sources; (5) fugitive materials, including unpublished works, materials in personal collections, and limited-access resources; (6) other resources, such as films, systems, and collections; and (7) an appendix listing topics useful to persons working in intercultural communication. Most entries in the main listing are annotated. (SW)

ED 140 623 FL 008 602

Koreans: Building Bridges of Understanding.

Brigham Young Univ., Provo, Utah. Language Research Center.

Pub Date 76

Note—32p.

Available from—Brigham Young University, Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602 (\$2.00 plus \$0.25 postage).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Culture, *Autoinstructional Aids, *Communication (Thought Transfer), Communication Problems, Cross Cultural Studies, *Cross Cultural Training, Cultural Awareness, *Cultural Differences, Cultural Education, *Cultural Traits, Culture Conflict, Culture Contact, Instructional Materials, Korean, *Korean Culture.

Identifiers—Korea

This booklet was designed to facilitate interactions and communication with the people of Korea by providing information about their customs, attitudes and other cultural characteristics which influence their actions and values. A brief description of Korea is given, which covers the following: geography, weather, history, government, international attitudes, the economy, language, education, transportation and communications, the family, religion, the arts, and sports. Attitudes toward self-esteem and reputation, nonindividualism, and a vertical society are explained through brief descriptions of realistic situations involving American visitors to Korea. A self-test is given after each situation. Information is also given on: greetings, visiting, gifts, gestures, general courtesies, eating, useful Korean phrases, signs, the monetary system, public transportation, housing, diet, family rites, festivals and holidays, work, names, and clothing. A brief bibliography is provided. (SW)

ED 140 624 FL 008 603

Brazil: Intercultural Experiential Learning Aid.

Brigham Young Univ., Provo, Utah. Language Research Center.

Pub Date 76

Note—31p. Some pages may be marginally legible due to small print of the original document.

Available from—Brigham Young University, Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602 (\$2.00 plus \$0.25 postage).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Culture, *Autoinstructional Aids, *Communication (Thought Transfer), Communication Problems, Cross Cultural Studies, *Cross Cultural Training, Cultural Awareness, *Cultural Differences, Cultural Education, *Cultural Traits, Culture Conflict, Culture Contact, Instructional Materials, *Latin American Culture, Portuguese.

Identifiers—Brazil, *Brazilian Culture

This booklet was designed to facilitate interactions and communication with the people of Brazil by providing information about their customs, attitudes and other cultural characteristics which influence their actions and values. A brief description of Brazil is given, covering the following: its size and geography, history, language, economy, transportation system, education, religions, sports, and pastimes. Attitudes toward time and work, individualism, machismo, religion, and the family are explained briefly; and the Brazilian emphasis on friendliness in conversation and tendency to skirt "unchangeable" obstacles are explained through descriptions of realistic situations involving American visitors to Brazil. A self-test is given after each situation. A list of useful Portuguese phrases is provided, and information is also given on: greetings, gestures,

conversation, candor, customs and courtesies, signs, shopping, the monetary system, public transportation, telephones, the postal system, eating out, telling time, holidays, international road signs, clothing sizes, and weights and measures. A brief bibliography is provided. (SW)

ED 140 625 FL 008 604

People of Japan: Building Bridges of Understanding.

Brigham Young Univ., Provo, Utah. Language Research Center.

Pub Date 76

Note—47p.

Available from—Brigham Young University, Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602 (\$2.00 plus \$0.25 postage).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Culture, *Autoinstructional Aids, *Communication (Thought Transfer), Communication Problems, Cross Cultural Studies, *Cross Cultural Training, Cultural Awareness, *Cultural Differences, Cultural Education, *Cultural Traits, Culture Conflict, Culture Contact, Instructional Materials, Japanese.

Identifiers—Japan, *Japanese Culture

This booklet was designed to facilitate interactions and communication with the people of Japan by providing information about their customs, attitudes and other cultural characteristics which influence their actions and values. A brief description of Japan is given, covering the following: history, government, the economy, education, transportation, communications, health facilities, the people, the family, religion, language, diet, the arts, and sports. The cultural traits and values involved in the Japanese modesty and reserve, saving face, traditionalism, passiveness, the situational ethic, and nonindividualism in a vertical society are explained through brief descriptions of realistic situations involving American visitors to Japan. A self-test is given after each situation. Information is also given on: greetings, visiting, eating, gestures, punctuality, general courtesies, telephone, shopping, the bath, homes, weddings, funerals, dress, the postal system, eating out, holidays and festivals, and signs. A list of useful Japanese phrases is given. In an appendix, descriptions are given of Nihon and nationalism, the emperor, and the samurai, and several stories about Japanese feelings and attitudes are provided. An annotated bibliography is also provided. (SW)

ED 140 626 FL 008 605

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 1.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).

Report No.—IFS-8(1977)-1

Pub Date 77

Note—132p. In German; Parts may be marginally legible due to small print.

Available from—Max Hueber Verlag, 8045 Ismaning bei Muenchen, Krausstrasse 30, Germany (15 German Marks).

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, English (Second Language), *German, Information Systems, *Language Instruction, *Language Research, Linguistics, *Modern Languages, *Reference Materials, Research Tools, Resource Materials, Second Language Learning, Teaching Methods. This annotated bibliography on the teaching of modern foreign languages is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 253 items in this issue appeared in 1976, but some are dated earlier and a few are dated 1977. Although the items deal primarily with modern language instruction, several other areas of linguistics are considered. The entries include mostly German, English, French and Russian titles. The publication is composed of three main sections: (1) an alphabetical author title listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry.

These three main sections are preceded by directions on the use of the bibliography and lists of sources cited—periodicals, publishers and institutions. The publication concludes with a cross-reference index of author/title to entry number. (TL/AM)

ED 140 627 FL 008 617

Tway, Patricia
Regional and General Speech Patterns of Factory Workers.

Pub Date [74]

Note—23p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Descriptive Linguistics, *Dialect Studies, Folk Culture, Grammar, Interviews, Language Patterns, Language Styles, *Language Usage, Language Variation, Nonstandard Dialects, Phonemics, Phonology, *Pronunciation, *Regional Dialects, Sociolinguistics, Unskilled Workers, *Vocabulary, Vowels
Identifiers—*Factory Workers, Jargon

A china factory in Pennsylvania was the setting for a study of the characteristics of the factory, its workers, and the community. Specifically, the speech of 151 informants, representing 12 1/2% of the plant population, was analyzed for both careful and casual speech, in order to focus on lexical and grammatical forms which reflect regional and local usage, as well as general linguistic phenomena, such as analogical creation, folk etymology, and changes in pronunciation. Data were collected by means of a reading (for careful speech) and interviews (for informal speech). (AM)

ED 140 628 FL 008 620

Ogawa, Dennis M.

A Model of Intercultural Communication: The Interaction of Japanese and Other Ethnic Groups in Hawaii.

Pub Date Jul 76

Note—13p.; Paper presented at the Philippine American Communication Conference (July 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bias, Changing Attitudes, Childhood Attitudes, *Cross Cultural Studies, Cultural Awareness, Cultural Differences, *Cultural Pluralism, Culture Conflict, *Culture Contact, *Ethnic Groups, Ethnic Stereotypes, Intercultural Communication, Japanese American Culture, *Japanese Americans, Language Attitudes, Marriage, Minority Groups, Pidgins, *Racial Attitudes, Social Attitudes, Social Discrimination, Sociocultural Patterns, Stereotypes
Identifiers—*Hawaii, Intercultural Communication

Several research studies have looked at Japanese-American interaction with other ethnic groups in Hawaii. A study by McCandless and Hoyt, "Sex, Ethnicity, and Play Preferences of Preschool Children," reveals that children in Hawaii base their choice of friends on racial distinctions. This is due, however, not to racial hostility or discrimination but to a tendency to engage in more communication with those with whom one has most in common. Vinacke, in his study, "Stereotyping Among National-Racial Groups in Hawaii," concludes that stereotyping cannot be equated with prejudice; it is more a reflection of "truth" than racial prejudice. In "Some Observations Regarding Haole-Japanese Marriages in Hawaii," Nagoshi and Nishimura note that the attitudes of Japanese-Americans are changing from almost universal objection to mixed marriages to increasing acceptance or at least tolerance. Keinecke's study "Pidgin English in Hawaii" shows that those who speak pidgin find that otherwise insurmountable obstacles can be overcome in interracial contacts. In his study "The ILWU as a Force for Interracial Unity in Hawaii," Thompson discusses how the unified labor force which was created by the ILWU brought varied races and peoples together. It seems that Hawaii is not so much a community of racial distinction as one of cultural pluralism. (CFM)

ED 140 629 FL 008 621

Casimir, Fred L.

A Multicultural Perspective of Human Communication.

Pub Date 76

Note—20p.; Paper presented at the annual convention of the Communication Association of the Pacific (Kobe, Japan, June 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Problems, Cross Cultural Studies, Cultural Pluralism, *Culture, Intergroup Relations, *Language, *Sociolinguistics, *Speech Communication
Identifiers—Intercultural Communication

This paper views communication as the major human survival tool. Any approach which limits or hampers the innate metabolic human ability to adapt, in order to maximize the chances for survival through communication, is thus seen as dangerous. Instead, a methodology is suggested to develop a communication sub-culture, to facilitate individual contributions and adaptations, rather than the use of methodologies, organizations or systems based on fitting participants into preconceived structures. Development of a matrix for interaction thus becomes a result of maximized individual development and adaptation rather than a result of submerging the individual into some definitional group, system, or organization. This basic principle is specifically applied to the area of international and intercultural communication. (Author/CFM)

ED 140 630 FL 008 622

Elerick, Charles

The Bilingual Lexicon and Linguistic Innovation.

Pub Date Mar 77

Note—20p.; Paper presented at the Interdisciplinary Conference "Approaches to the Lexicon" (University of Louisville, Kentucky, March 10-11, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingualism, Contrastive Linguistics, *English, Generative Phonology, Grammar, Interference (Language Learning), Language Patterns, Language Variation, *Linguistic Borrowing, *Phonology, *Psycholinguistics, *Spanish, Spanish Speaking, Transformational Grammar, Vocabulary
Identifiers—*Internalized Grammar, Language Processing

The internalized grammar of the bilingual is different from that of a monolingual. The bilingual has, in addition to the entries that are proper to each of the two languages he speaks, certain union entries. These are extensive in the case of the Spanish/English bilingual since there are many items in the two languages that manifest systematic similarities. The initial motivation for the internalization of union entries is the apparent economy that can be gained thereby. The result is the opposite. Union entries occasion an increase in the number of phonological entities that are needed to differentiate lexical items. The grammar is further complicated by additional phonological rules that are necessary to reconcile the more abstract phonological representations with their manifestations. The bilingual is faced with a dilemma: his LAD (Language Acquisition Device) cannot overlook the similarity between certain items, such as "desierto" and "desert," but the result of the lexical rapprochement is unsatisfactory in that it entails complication of the grammar. The bilingual moves to resolve this dilemma through innovation and of course this takes place at the expense of the standard forms. When innovative items are examined within the framework of generative phonology a pattern of grammatical change for simplification clearly emerges. (Author/CFM)

ED 140 631 FL 008 623

Bamgbose, Ayo

Models of Communication in Multilingual States.

Pub Date Aug 76

Note—20p.; Paper presented at the conference of the Language Association of Eastern Africa (Third, Nairobi, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingualism, Cultural Factors, Intercultural Communication, *Language Planning, Language Variation, *Models, Monolingualism, *Multilingualism, *Mutual Intelligibility, *Official Languages, Sociolinguistics, *Verbal Communication

Identifiers—Africa, *Native Language

The paper draws attention to communication in multilingual states which may be said to exist at three levels: sub-state, state, and inter-state level. Communication at the sub-state level may involve an "in-group" language or a regional one, and hence a multilingual model is required at this level. At the state level, on the other hand, there will be one or more languages, to the effect that the whole population may be involved in the "effective functioning of the nation-state". The ad-

vantages of a unilingual model as compared with a multilingual one at this level are examined, and it is suggested that for many African states, the latter model may be inevitable. At the inter-state level, a unilingual or multilingual model may be required. Where an exoglossic language is both the language of communication at inter-state and state levels, the gulf between the educated elites and the masses tends to be widened. It is suggested therefore that a realistic policy must involve a narrowing of this gap through an increasing use of the indigenous languages. (Author)

ED 140 632 FL 008 625

Silverman, Robert J. Russell, Randall H.

The Relationships among Three Measures of Bilingualism and Their Relationship to Achievement Test Scores.

Pub Date Apr 77

Note—23p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Tests, *Bilingual Education, *Bilingualism, Bilingual Students, Bilingual Teachers, Data Analysis, Elementary Secondary Education, English, Language Attitudes, *Language Tests, *Language Usage, Rating Scales, Spanish, *Spanish Speaking, Student Attitudes, Student Evaluation, Teacher Attitudes, Testing, Testing Problems, Test Interpretation, Test Reliability, Test Results, *Test Validity

Identifiers—*Language Dominance

Before a bilingual program can be set up, students who are potential candidates for such a program must be identified. A study was made to investigate the interrelationships of three commonly used measures of "language dominance": the Language Facility Test (LFT), the Home Bilingual Usage Estimate (HBUE), and the Teacher Judgment Questionnaire (TJQ). The population for this study included 1,799 students in grades 1-12 from three school districts in Washington State. The results indicate that the three measures do not have a high degree of interrelationship and that based on this set of data, one measure will not serve as a substitute for the others. When examined from a content analysis perspective, it is not totally surprising that the three measures are not perfectly related. Each looks at students' language usage from a somewhat different perspective. However, the fact that the results from each measure purport to indicate the "language dominance" of students implies that the results from the measures should converge. In the present study the results from the three instruments do not converge. Three possible explanations may account for the findings: (1) the study itself may be limited, given the small sample sizes and some lack of control in the administration and scoring of the instruments; (2) the instruments themselves may be faulty; (3) the problem may reside in the construct "language dominance" itself. (Author/CFM)

ED 140 633 FL 008 626

Halasa, Ofelia

Construction of a Bilingual Attitude Rating Scale.

Pub Date Apr 77

Note—13p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, *Bilingual Students, Bilingual Teachers, Classroom Observation Techniques, Data Analysis, Language Attitudes, *Language Proficiency, Language Usage, *Rating Scales, Spanish, Spanish Speaking, *Student Attitudes, *Teacher Attitudes, Test Construction, *Test Reliability

A bilingual rating scale was constructed to determine teachers' ratings of attitude and proficiency among Anglo and Spanish children in Title VII classes. This instrument was designed to ascertain how teachers perceive the pupils in their classroom and how two teachers representing different backgrounds perceive children of similar and different backgrounds. Ratings were completed on a total of 373 children in 12 bilingual classrooms. Each participant was rated by a bilingual and monolingual English teacher at the beginning and at the end of the school year. The 20-item bilingual scale which was organized along

three levels of abstraction was reduced, through factor analytic techniques, to three factors labeled as Spanish Orientation, Task Orientation and English Orientation. The observed high reliability in ratings between the English and bilingual teachers indicated high teachers' agreement for the three factors, and suggest that behaviors inferred by the three factors are readily observable and measurable. (CFM)

ED 140 634 FL 008 628

Smith, Bruce L.

Developmental Aspects of English Segment Duration.

Pub Date Mar 77

Note—25p.; Paper presented at the Stanford Child Language Forum (Stanford, California, March 25-27, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Articulation (Speech), *Child Language, *Consonants, *Distinctive Features, *Language Development, *Language Research, *Language Universals, *Phonetics, *Phonology, *Psycholinguistics, *Stress (Phonology), *Suprasegmentals, *Syllables, *Vowels

Identifiers—*Temporal Parameters (Speech)
The experiment reported here attempted to investigate the nature of both intrinsic, unlearned temporal parameters as well as learned, language-specific durational properties in the speech of young children. Developmental aspects of several temporal parameters were investigated in the speech of ten 2 1/2 to 3-year-old and ten 4 to 4 1/2-year-old English-speaking Children; ten adults served as a control group. These parameters were: (a) overall word and segment duration; (b) voice onset time; (c) place of consonantal articulation and duration; (d) consonantal voicing and duration; (e) consonant effects on vowel duration; (f) effects of syllable position on vowel and consonant duration; and (g) effects of stress on vowel and consonant duration. Each subject produced ten repetitions of nine nonsense words. Both groups of children typically revealed word and segment durations which were longer than those of the adults, but speech segment durations of both groups of children reflected intrinsic properties similar in magnitude to those of the adults. Although absolute duration increments due to language specific variables were greater for the children than for the adults, both groups of children behaved very much like the adults with regard to proportional increments of segments. The only extensive departure of the children from adult durational properties was observed in the production of the voiceless stop consonant /t/. Despite various temporal differences between the speech of children and that of adults, it was concluded that children possess timing control systems which are more sophisticated than has previously been suggested. (Author/AM)

ED 140 635 FL 008 629

Blauberg, Majia S.

The Role of Semantics in the Application of Psycholinguistics to Language Assessment and Therapy.

Pub Date Mar 77

Note—14p.; Paper presented at the Southeastern Conference on Linguistics (16th, Greensboro, North Carolina, March 25-26, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Language, *Comprehension Development, *Diagnostic Tests, *Grammar, *Intervention, *Language Development, *Language Handicaps, *Language Patterns, *Memory, *Psycholinguistics, *Remedial Instruction, *Semantics, *Speech Handicapped, *Speech Pathology, *Speech Therapy, *Syntax, *Teaching Methods, *Transformation Generative Grammar

Identifiers—Language Processing
That semantics interacts with syntax has been shown in psycholinguistic investigations of the processing of language by adults and of the acquisition of language by children. The few programs for language assessment and therapy that have attempted to incorporate semantic considerations have included some misunderstandings of the psycholinguistic basis. In an attempt to remedy those misunderstandings, some general recommendations are presented, and some of the specific misunderstandings in the program developed by MacDonald (1975) are pointed out. The general recommendations include the following: (1) If remedial programs are to be based on the normal language acquisition process in which

syntax and semantics interact, that precludes basing remedial programs on any abstract syntactical model of an adult language user and the exclusive use of techniques for instilling desired language patterns that are void of meaning. (2) If the goal of remedial programs becomes the establishment of communication, measures of comprehension and intent would be at least as important as verbal performance. (3) If situational or contextual factors are recognized as relevant to the child's comprehension and intent, the clinician would use the linguistic and non-linguistic environment in interpreting and interacting with the child. (Author/CFM)

ED 140 636 FL 008 632

Denker, Elenor Rubin

Teaching Numeric Concepts to Spanish-Speaking Second Graders: English or Spanish Instruction?

Pub Date Apr 77

Note—7p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April, 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Arithmetic, *Bilingual Education, *Bilingual Students, *Elementary School Mathematics, *Grade 2, *Language of Instruction, *Mathematics, *Mathematics Instruction, *Primary Education, *Spanish, *Spanish Speaking

Seventeen Spanish-speaking children received mathematics instruction in either Spanish or English. Numeric concepts were chosen as the content area so that the results could be understood non-verbally at the outset, the teachers ranked the children's abilities in English and math, and no significant difference between groups was found. However, there was high correlation between achievement and mathematical ranks for the Spanish instructed ($r=.74$) and low correlation for the English instructed ($r=.03$). The correlation between achievement for the English instructed with English rankings was high ($r=.88$). It is concluded that children whose native language is not English perform in accordance with English competence when instructed in English; children who are instructed in their native language perform in accordance with ability in the subject area. (Author/CFM)

ED 140 637 FL 008 633

Brause, Rita S.

Developmental Aspects of the Ability to Understand Semantic Ambiguity.

Pub Date Apr 77

Note—16p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstraction Levels, *Adults, *Age Differences, *Ambiguity, *Children, *Comprehension, *Comprehension Development, *Deep Structure, *Grammar, *Language Development, *Language Research, *Linguistic Competence, *Linguistic Performance, *Linguistic Theory, *Native Speakers, *Semantics, *Sentence Structure, *Surface Structure, *Syntax

Identifiers—*Linguistic Ambiguity
The hypothesized ability of adult native speakers to understand linguistic ambiguity was tested. An approach developed to determine linguistic competence tested the ability of 90 participants in individual interviews to interpret sentences having the potential for multiple interpretations. The hypothesis was not supported by the data. A hierarchy of these abilities, however, did emerge. The observed hierarchy across age (7 years to adult) and education (second grade to college graduate student) included the understanding of: (1) two meanings of a word presented in unambiguous contexts; (2) lexical ambiguity and/or figurative language; (3) surface structure ambiguity and/or multiplicity of pronoun referents; and (4) deep structure ambiguity. (Author/CFM)

ED 140 638 FL 008 634

Rado, Marta, Ed.

Multilingual Education.

La Trobe Univ., Bundoora (Australia). Centre for the Study of Teaching and Human Interaction.

Pub Date 76

Note—114p.; Report on workshops held at the Language Teaching Conference (4th, La Trobe

University, Bundoora, Victoria, Australia, 1975-76)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Bilingual Education, *Bilingualism, *Computers, *Cultural Awareness, *Cultural Education, *Cultural Pluralism, *Elementary Secondary Education, *English (Second Language), *Ethnic Groups, *Immigrants, *Inservice Teacher Education, *Language Instruction, *Language Teachers, *Libraries, *Migrant Child Education, *Minority Groups, *Multilingualism, *Second Language Learning, *Sociolinguistics, *Study Skills, *Teacher Workshops, *Teaching Methods, *Unit Plan

Identifiers—Australia

This is a summary of proceedings, organized on a thematic basis, of workshop sessions conducted for teachers involved in multilingual education. The collection consists of the following: (1) "Bilingual Education: A Focus on the Student," by Marta Rado; (2) "Introduction to Multilingual Project Units," which includes "Animal Families," by Audrey Dudley and Margaret Khong, "Buying," by Roberta Kings, "Communications," by Marian Turnbull, "Computers," by Howard Dossor, "Libraries and You," by Marian Turnbull, "Melbourne: The First Fifty Years," by Audrey Dudley and Margaret Khong, and "Traffic Accidents," by Roberta Kings; (3) "Teachers' Reports on the Multilingual Project," by Pam Brown, Tony Ferguson, Patricia Poblete, Charlotte Rivers, Mieke Smid, and Heather Worth; (4) "Report on Workshop Sessions" (a report on small group discussions of the classroom use of individual units); (5) "Bilinguals and Monolinguals Learning Together," by Janice Giffin and Clive Kings; (6) "Other Aspects of Migrant Education," which includes "An Ethnic Library," by Margaret Dear, and "Multicultural Education: Social Education Materials Project," by John McArthur; and (7) workshop agendas presented in two appendices. (CFM)

ED 140 639 FL 008 638

Barnett, George A.

Linguistic Relativity: The Role of the Bilingual.

Pub Date 77

Note—45p.; Part of "Communication Yearbook 1," B. Ruben, Ed., Transaction Books
Available from—Transaction, Inc. Rutgers University, New Brunswick, New Jersey 08903 (\$22.95 for the yearbook)

Document Not Available from EDRS.

Descriptors—*Bilingualism, *Bilingual Students, *Cognitive Processes, *College Students, *Cross Cultural Studies, *Cultural Differences, *Cultural Traits, *English, *French, *Psycholinguistics, *Semantics, *Vocabulary

The role of linguistic relativity was examined through the use of multidimensional scaling (MDS). Direct pair comparisons of the similarity among a set of translated equivalent lexical items dealing with the mass media were made by subjects monolingual in English or French or bilingual using either of the languages. Using MDS as a measure of semantic structure, the following results are reported. The semantic structure of anglophones and francophones are significantly different despite apparent similarities in terms of dimensionality and the general arrangement of the items. The semantic structures of bilinguals using French and others using English were significantly different from each other and from both monolingual groups. While the results are not unequivocal, they suggest that the difference between the bilinguals' semantic structure and those of the monolinguals is less than the difference between the two monolingual groups. These results are interpreted to suggest that these patterns are not inherent in the specific languages but rather result from the communication patterns of the individual. (Author/CFM)

ED 140 640 FL 008 639

Abbott, Gerry

Spoken and Written Communication: Are Five Vowels Enough?

Pub Date Jan 77

Note—13p.; Paper presented at the International Association for Teachers of English as a Foreign Language (Oxford, England, January 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*African Languages, *Bantu Languages, *English (Second Language), *Error Analysis (Language), *Interference (Language Learning), *Language Instruction, *Morphology

(Languages), *Phonemes, Phonology, *Pronunciation, Pronunciation Instruction, Second Language Learning, Speech Communication, *Spelling, *Vowels, Writing Skills
Identifiers—Africa (East)

The comparatively small vowel inventory of Bantu languages leads young Bantu learners to produce "undifferentiations," so that, for example, the spoken forms of "hat," "hut," "heart" and "hurt" sound the same to a British ear. The two criteria for a non-native speaker's spoken performance are generally considered to be intelligibility and acceptability. Conformity to a standard such as British Received Pronunciation is not desirable in terms of the quality of the learner's sounds, but the quantity of phonemic distinctions the learner makes should approach the number made by a native speaker of English; otherwise intelligibility suffers and misspellings result. A simple psychological model of a typical spelling task is offered and some results of an analysis of spelling errors are cited in support. Three conclusions are offered: (1) the learner needs to be able to differentiate the sounds of English (especially the vowels) if he is to spell correctly; (2) many apparently morphological errors may be attributable to pronunciation problems; and (3) one criterion for the standard of pronunciation required in any region might be that the standard should facilitate accurate spelling. (Author/CFM)

ED 140 641 FL 008 640

Spelders, Marc

EFL in Belgian Elementary Schools. Some Remarks in the Light of a Flemish Experiment.

Pub Date Jan 77

Note—31p.; Paper presented at the annual conference of the International Association of Teachers of English as a Foreign Language (9th, Oxford, England, January 4-7, 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingualism, *Elementary Education, *English (Second Language), Ethnic Stereotypes, *Fles, French, *Language Attitudes, *Language Instruction, *Language Planning, Multilingualism, Nationalism, Political Divisions (Geographic), Second Language Learning, Second Languages, Stereotypes
Identifiers—*Belgium

Belgium is a multilingual country divided into three linguistic areas: (1) the Flemish-Netherlandic speaking area in Flanders; (2) the French-speaking area in Wallonia; and (3) the German-speaking area in the East of Wallonia. An educational experiment on English as a foreign language (EFL) in the primary school was undertaken at the Educational Laboratory of the State University of Ghent in Flanders. As French had been introduced in the curriculum several years earlier, English became the second foreign language. This EFL experiment is analyzed along with the general trend of foreign language teaching in Belgium. Several conclusions were reached: (1) only one foreign language should have a central place in the elementary curriculum; (2) the choice of foreign language(s) should be based on rational criteria; (3) larger parts of the language communities in Belgium no longer regard the mutual native languages as second languages; (4) many Flemings need an active knowledge of several foreign languages and English could become the instrument not only for international but also for intranational communication; (5) French should no longer maintain its non-competitive position, so that parents might choose between English and French in the elementary school; and (6) teachers must use suitable teaching methods in order to increase motivation in their students. (CFM)

ED 140 642 FL 008 641

Hammond, Robert M.

The Velar Nasal in Rapid Cuban Spanish.

Pub Date Jul 76

Note—53p.; Paper presented at the Colloquium on Hispanic and Luso-Brazilian Linguistics (3rd, July 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Cubans, *Dialects, *Dialect Studies, *Language Research, Linguistic Theory, Phonetics, *Phonology, Pronunciation, *Spanish, Spanish Speaking
Identifiers—*Cuban Spanish, Velar Nasal

In standard American Spanish, the velar nasal surface variant of systematic /n/ occurs only in

syllable-final environments, when the immediately following segment is a velar consonant. In many American Spanish dialects, however, "ng" may also optionally appear phonetically in other phonological environments. Cuban Spanish is such a dialect, in which "ng" may appear as a surface manifestation of /n/ in any phonological environment, with greatly varying degrees of percentages of occurrence. In this study, the surface manifestations of systematic /n/ were tabulated from five hours of tape-recorded free conversations of twenty-one native speakers of Cuban Spanish, in the following environments: (1) absolute-final; (2) word-final within a breath-group; (3) syllable-final within a word; (4) syllable-initial. Based on the frequencies of occurrence of these surface variants of /n/ in the four previously mentioned phonological environments, variable phonological rules are proposed for Cuban Spanish rapid speech. The occurrence of standard nasal assimilation versus the occurrence of the velar nasal across word-boundaries within a breath-group and across syllable-boundaries in Cuban Spanish is also discussed, and a revision of the rule of nasal assimilation found in Harris 1969 is proposed, since Harris' rule does not account for nasal assimilation before glides or nasals, as may occur in Cuban Spanish as well as in other American Spanish dialects. (Author/CFM)

ED 140 643 FL 008 642

Hammond, Robert M.

Grammatical Constraints on /s/ Deletion in Cuban Spanish. A Preliminary Study.

Pub Date Nov 76

Note—14p.; Paper presented at the fall meeting of the Southeastern Conference on Linguistics (Atlanta, Georgia, November 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cubans, *Dialects, *Dialect Studies, *Grammar, Language Research, Linguistic Theory, Morphemes, Morphology (Languages), Phonemes, Phonetics, *Phonology, Pronunciation, Semantics, *Spanish, Spanish Speaking
Identifiers—*Cuban Spanish, Terrell (Tracy)

It has been reported (Terrell 1974) that in Cuban Spanish word-final /s/ aspiration is generally not affected by grammatical constraints, except for determiners in prevocalic environments. However, deletion of /s/, according to Terrell, is correlated with morphological classes and grammatical function, and is constrained by functional considerations, i.e., /s/ deletion tends to occur in cases where its presence is redundant. In an effort to find evidence that would either support his data or present counterevidence, tabulations were made of the grammatical environments in which word-final /s/ aspiration and deletion occurred in five hours of tape-recorded free conversation from twenty-one native speakers of Miami-Cuban Spanish. The results of this tabulation are reported and compared with Terrell's data. In addition, the significance of his proposed theory of the interaction of grammatical constraints and semantic redundancy is discussed in terms of its implications for linguistic theory. The results of the present study do not seem to support his findings. (Author/CFM)

ED 140 644 FL 008 643

Gonzalez, Andrew

Content in English Language Materials in the Philippines: A Case Study of Cultural and Linguistic Emancipation.

Pub Date Jul 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, Creoles, *Cultural Differences, *Dialects, *English (Second Language), *Language Instruction, *Language Variation, Regional Dialects, Second Language Learning, Sociolinguistics, Textbook Content

Identifiers—Code Switching (Language), Philippine English, *Philippines

Developments in the linguistic and non-linguistic scenes in the Philippines indicate the emergence of a dialect of English that should appropriately be labelled Philippine English. Filipinos paradoxically have emancipated themselves from American English by taking over the code for their own creative uses. Philippine English has become and will continue to be distinctively different from American, British, Canadian and Australian English. In terms of classroom teaching, language education programming, and

materials preparation, this will mean the end of American cultural content and the emergence of Philippine cultural content. (Author/CFM)

ED 140 645 FL 008 644

Culhane, P. T.

An Attempt to Classify and Evaluate Distractors in Tests of Listening and Reading Comprehension.

Pub Date 76

Note—16p.; Paper presented at the annual conference of the British Association of Applied Linguistics (September 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Error Analysis (Language), Interference (Language Learning), *Item Analysis, *Language Instruction, *Language Tests, Listening Comprehension, Listening Tests, *Multiple Choice Tests, Objective Tests, Reading Comprehension, Russian, Second Language Learning, *Test Construction, Testing, *Test Items, Test Validity

Distractors, the incorrect responses to an item on a multiple-choice test, should be designed to create confusion in the minds of some students and to permit a competent student to be able to see that they are wrong. It is possible, by close scrutiny, to isolate the sources of this confusion and, by looking at a statistical analysis, to find out which types are most effective. This paper addresses itself to the first of these tasks. An attempt is made to classify distractors by finding out what they are dependent upon, and by inspecting the types of confusion they elicit. Examples are drawn from tests for students of Russian. (Author/CFM)

ED 140 646 FL 008 645

Bloom, Leonard

A Basque-English Dictionary: A Twentieth-Century Reality?

Pub Date Mar 77

Note—13p.; Paper presented at "Approaches to the Lexicon" conference (Louisville, Kentucky, March 9-11, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Basque, Dialects, Dialect Studies, *Dictionaries, *English, Etymology, Language Classification, Language Variation, *Lexicography, Lexicology, Material Development, Morphology (Languages), Semantics, Spelling, Syntax, *Vocabulary

Numerous reasons can be cited by scholars concerning lexical problems that face anyone embarking upon such an enterprise as that of preparing a Basque-English dictionary. First, "eusquera," a term given to this ancient tongue, is both written and spoken today as it was millennia ago. Second, Basque, as a result, has not been subjected to constant revisions, improvements, additions and deletions of vocabulary as has occurred in English. Third, in reference to linguistic classification, the former, like Finnish, is both flexional and agglutinative, while the latter, by distinction, is flexional but isolating, which implies being completely analytic. Fourth, and perhaps the most salient characteristic of Basque, and which indeed presents enormous problems to any linguist, is the complex structure of dialectal variations inherent in the language's syntax and vocabulary. These variations, in terms of spellings and meanings, are not mutually understandable by Basques. Basque lexicographers concur that having a Basque-English dictionary would serve not only as an indispensable tool to scholarly research in determining clues to the mystery surrounding the origin of Basque, but would be an instructive guide in terms of furnishing precise information relative to etymology, morphology, syntax and semantics. Lastly, Basques in America and elsewhere would have a text of English vocabulary, word meanings and their essential components to improve their skills in the two languages. (Author/CFM)

ED 140 647 FL 008 646

Stiehlin, Bruce G.

Cultural Values and Lexical Features in Spanish Grammar.

Pub Date May 77

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cultural Factors, Cultural Traits, Descriptive Linguistics, Form Classes (Languages), Generative Grammar, *Grammar, Language Universals, Linguistic Theory, *Semantics, Sociocultural Patterns, *Spanish.

*Spanish Culture, *Syntax, Transformation Generative Grammar, Verbs
Identifiers—Prepositions, Tense (Verbs)

There is a set of difficult Spanish grammar questions (ser-estar, preterite-imperfect, subjunctive-indicative, word order, and prepositions) in which the description of the semantic component is essential. Even though generative formulations treat them in differing ways, these questions possess the common characteristic of associating a form difference (of lexical form, syntactic configuration, or both) with a language-significant difference in meaning. This paper summarizes the semantic structuring of these questions as presently found in the literature. A relation is hypothesized between that semantic structuring and enduring principal features of Spanish culture, evidenced by values encountered as major themes in Hispanic literature and customs and the Hispanic historical experience. Finally, a model is hypothesized which admits the influence of cultural structure via the structuring of "lexical" form-meaning correspondences, but which also admits the parallel and coordinate influence of universal structure (perhaps partially from innate ideas) in culture and the lexicon, and via grammatical formatters. (Author/CFM)

ED 140 648 FL 008 648

English Language Teaching Profile: Austria. Literature Annex.

British Council, London (England). English Teaching Information Centre.

Pub Date Jan 77

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Language Programs, *Curriculum, *Educational Policy, *Educational Practice, *English (Second Language), *English Literature, Higher Education, Instructional Materials, *Language Instruction, Language Programs, Language Tests, Modern Language Curriculum, Reading Materials, Secondary Education, Second Language Learning
Identifiers—*Austria

This is a report in outline form of the status of teaching English literature in Austria. The schools syllabus prescribes that English literature should be taught after students have studied English for four years, that is, in the 5th form. The short story is the usual prose form selected. In the 5th and 6th forms, one literary work is studied in detail, in addition to a number of short extracts; in the 7th at least one literary work is studied, in addition to various extracts from a Shakespearean play or plays. In the 8th form, two contemporary literary works, plus extracts from various literary genres or periods, are studied. Samples of British verse also are studied in the 7th and 8th forms. A list is given here of the texts used in one school in Vienna for the 5th - 8th forms. Each student must also read a certain number of literary texts on his own at home. The "school leaving" and "university entrance" examination comprises a five-hour essay paper and an optional oral examination. There are two professional associations of English teachers, which are described here. School leaving standards tend to be higher in Vienna and in provincial capitals than elsewhere in Austria. About 1/6 of all university undergraduates study English. The university offers survey courses, literature lecture courses, and literary seminars. Undergraduate course offerings and requirements are described, and graduate study is mentioned briefly. The range and quality of translations of British literature are also briefly discussed, as is the availability of literature texts. (CFM)

ED 140 649 FL 008 649

English Language Teaching Profile: Morocco.

British Council, London (England). English Teaching Information Centre.

Pub Date Apr 77

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, Curriculum, *Educational Policy, *English (Second Language), English for Special Purposes, Higher Education, Instructional Materials, *Language Instruction, Language Programs, *Language Role, *Language Teachers, Language Tests, Secondary Education, Second Language Learning, *Teacher Education, Textbooks
Identifiers—*Morocco

This is a summary in outline form of the English language teaching situation in Morocco.

Arabic is the official language of the country, and French is the second language of the educated section of society. English is not used as a medium of communication or as a medium of instruction, except in isolated cases at highest postgraduate level. However, the English language is presently very much in favor and the government is anxious to encourage English teaching. The following topics are discussed in this profile: (1) the role of English; (2) English within the education system (classes, syllabi and tests at the secondary and college levels, the Inspectorate, and English for Special Purposes); (3) the teaching cadre (the supply of native and foreign teachers, teacher qualifications and the two teacher training facilities); (4) teaching materials (textbook choices and availability of books); (5) English outside the educational system (private, commercial schools); and (6) British and American support for the teaching of English. In addition, bibliographic citations are provided for four recent reports relevant to EFL (English as a foreign language) in Morocco. (CFM)

ED 140 650 FL 008 650

**Whiteson, Valerie
Group Testing of Listening Comprehension and Oral Proficiency.**

Pub Date Jan 77

Note—8p.; Paper presented at the conference of the International Association of Teachers of English as a Foreign Language (Oxford, England, January 1977).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communicative Competence (Languages), *English (Second Language), Group Tests, Higher Education, Language Instruction, Language Laboratories, *Language Proficiency, *Language Tests, *Listening Comprehension, Listening Tests, Secondary Education, Second Language Learning, Speech Communication, Student Evaluation, *Testing
Identifiers—Israel

The introduction of a listening comprehension component in the Israeli Matriculation examination of English as a Foreign Language has necessitated research into more effective methods of testing listening comprehension. Oral proficiency has been part of the examination for some time, but more reliable methods of evaluating the test are needed. An article on group testing by Foland and Robertson (1976) inspired the experiment. The test begins in the language laboratory, where students listen to a passage twice for listening comprehension. During the second hearing they are required to answer multiple-choice comprehension questions. In groups of five the students are then invited to sit informally around a table and discuss the tape they have heard. The examiners sit behind them, and each one awards a grade for one aspect of oral proficiency (i.e., lexis, pronunciation, etc.). An overall grade is awarded for communicative competence by each teacher and the average grade is then computed. Results were highly satisfactory in that the correlations between final grades and teacher ratings were high. Students were enthusiastic about the test, and the examiners felt that this approach was as objective as possible. (Author/CFM)

ED 140 651 FL 008 651

**Nord, James R.
Listening Fluency Before Speaking: An Alternative Paradigm.**

Pub Date Apr 77

Note—22p.; Paper presented at the Foreign Language Conference (University of Kentucky, April 1977)

Available from—Learning and Evaluation Service, 17 Morrill Hall, Michigan State University, East Lansing, Michigan 48824.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Methods, Aural Learning, *Educational Objectives, Higher Education, *Language Instruction, Language Skills, Learning Processes, *Listening Comprehension, *Listening Skills, Literature Reviews, Neurolinguistics, Psycholinguistics, Secondary Education, *Second Language Learning, *Teaching Methods

The foreign language instruction in the United States has followed a paradigm commonly called the "audio-lingual" method for almost twenty years. This paradigm is basically response-oriented and based upon structural linguistics and behavioral psychology. It focuses attention on speaking as the primary skill. It has not lived up

to expectations. Some people have suggested the cognitive-code learning approach as an alternative. However, many who profess this approach still equate learning a language with learning to talk in that language. Through a review of the literature on language teaching, learning psychology and brain research, it is suggested that language teaching should shift its focus from speaking to listening as the primary skill. The paper presents evidence of positive transfer from listening to the other language skills and evidence of negative transfer when speaking is the initial and primary language skill taught. The paper also explores the potential values to be found in concentrating the research efforts and teaching practices on the phenomenon of listening fluency. What emerges from an analysis of selected experiments and research findings is a recognition that the basic paradigm needs to be reassessed and some basic assumptions need to be questioned. It must be decided whether the focus should be on expressive skills or receptive skills. (Author/CFM)

ED 140 652 FL 008 652

**Pike, Ruth
Linguistic Development as a Limiting Factor in Learning to Read.**

Pub Date 76

Note—14p.; Paper presented at the annual Boston University Conference on Language Development (1st, Boston, Massachusetts, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Language, Children, Elementary Education, English, Grammar, *Language Development, *Linguistic Competence, Linguistic Performance, Psycholinguistics, Reading Ability, *Reading Development, Reading Processes, Reading Readiness, *Reading Skills, Recall (Psychological), *Semantics, Sentences, *Syntax, Verbal Learning
Identifiers—*Language Processing

Sixty-five grade 5-6 children were tested on a verbal recall task involving material of varying semantic and syntactic content. There was no difference between best and poorest readers in their performance on random lists of words, but there were clear differences on meaningful sentences and on syntactically well-formed but semantically anomalous sentences. Semantic and syntactic regularities provide cues which may facilitate performance on all but the random lists of words, if the child has knowledge of the structural possibilities of English and the acceptable word combinations. The results on the recall task shows, therefore, that not all children are equally able to make use of semantic and syntactic knowledge in processing oral language and that this knowledge is related to their reading competence. The same linguistic information may be used by efficient adult readers in processing textual materials. Thus it seems likely that there may be a threshold level of proficiency prerequisite to reading development. (Author)

ED 140 653 FL 008 653

**Petrello, Barbara A.
Help for ESL Learners.**

Pub Date Nov 76

Note—18p.; Paper presented at the annual meeting of the American Council for the Teaching of Foreign Languages (ACTFL) (10th, New Orleans, Louisiana, Nov. 25-28, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Ancillary Services, Counselors, Course Content, *Course Descriptions, *Cultural Awareness, Elementary Secondary Education, *English (Second Language), *Inservice Education, Inservice Programs, Librarians, *School Personnel, School Social Workers, *Staff Improvement, Teaching Methods

When curriculum developers and project directors plan in-service training courses for the purpose of improvement of instruction in special programs, they often fail to include support staff members such as learning disability teacher consultants, guidance counselors, social workers, school librarians, and other support personnel in the target group to be reached by the training. These staff members should be recognized as potential sources of help for ESL (English as a second language) learners. An ESL in-service course designed to supplement the skills of a wide variety of support personnel is described. The major aspects of ESL education and the special needs of ESL pupils in Grades K-12 are

treated in the course. In addition, the staff members enrolled in this in-service training course are involved in several participant-oriented activities, including a cross-cultural communications training simulation experience. (Author/CFM)

ED 140 654 FL 008 654

Mollica, Anthony S.

Games and Language Activities in the Italian High School Classroom.

Pub Date 1771

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Classroom Games, Curriculum Guides, Educational Games, *Games, Instructional Aids, *Italian, *Language Instruction, *Learning Activities, Puzzles, *Second Language Learning, *Teacher Developed Materials

An examination of various Italian textbooks shows that the element of fun is absent from the process of learning. There is too much emphasis on dull exercises emphasizing morphology and syntax. Textbooks can be improved through the imaginative intervention of the teacher. Games that will recall and/or expand the vocabulary of a given lesson and activities that will promote and encourage language interaction should be an integral part of the program. To recall and expand basic vocabulary, crossword and other puzzles, mazes and word-search puzzles can be used. For language interaction, mathematical and detective puzzles, legal cases, dialogues and picturesque speech are suggested. A unit on Italian geography shows how various types of games will help the student become better acquainted with Italy in a way that is more pleasant than the textbook's approach. The exercises described here can be adapted for any Italian text and the ideas for any other language. (Author/CFM)

ED 140 655 FL 008 655

Gowie, Cheryl J.

What's Wrong with Complex Sentences? Children's Judgments of Unacceptable Elements.

Pub Date Mar 77

Note—11p.; Paper presented at the Southeastern Conference on Linguistics (March 25-26, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Language, Comprehension, Elementary School Students, *Expectation, Junior High School Students, Language Attitudes, *Language Development, *Language Usage, *Psycholinguistics, Semantics, *Sentence Structure, Syntax

Identifiers—*Grammaticality

The years after children demonstrate comprehension of particular syntactic structures have received little attention. What happens in language development after mastery is achieved? Are children then like adult speakers in judging the acceptability of grammatical structures? Questions addressed in this research were: Will older children and young adolescents, comprehending a structure, also judge it acceptable? Will judgments of acceptability and unacceptable elements be determined by Ss' age? Will judgments be under control of the type of psychological complexity built into the stimuli? Sentences were of the form, "The girl promises the boy to feed the dog"; 5 reflected and 5 contradicted the logical relations Ss considered most likely. Ss in grades 4 through 8 (12 per grade) individually heard 9 sentences, answered comprehension questions, evaluated the items' acceptability, and identified unacceptable elements. Comprehension was clearly demonstrated. Expectation (i.e., whether sentences reflected or contradicted the most likely logical relations), but not grade, affected judgments of acceptability. Four categories of unacceptable elements resulted: structure, agent, the verb "promise," and verb tense. Relative frequencies differed between levels of expectation and among the grades. Implications are related to developmental trends among older children, the multi-dimensional nature of expectations, and stimulus materials in future research. (Author)

ED 140 656 FL 008 656

Moulton, William G.

Contrastive Grammar and Verb Valence.

Pub Date 20 Aug 76

Note—11p.; Paper presented at the Annual meeting of the American Association of Teachers of German (50th, August 20, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case (Grammar), *Contrastive Linguistics, *Deep Structure, English, Form Classes (Languages), German, Grammar, Language Instruction, Linguistic Theory, *Semantics, *Sentence Structure, Structural Analysis, *Syntax, *Verbs

This paper suggests that traditional syntax describes a sentence's syntactic structure, and that verb valence theory describes a sentence's semantic structure. According to this theory, a verb has a certain valence, or power to attract a certain number of "adjuncts." It is further shown that a given semantic structure can be converted into different syntactic structures in different languages. This theory can aid in second language teaching via a contrastive syntactic analysis. Most of the examples used are German and English. (AM)

ED 140 657 FL 008 657

Milner, Joseph O.

Stress and Deep Structure: A Measure of Language Acquisition, Grades K-6.

Pub Date 25 Mar 77

Note—14p.; Paper presented at the Southeastern Conference on Linguistics (March 25, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Language, *Deep Structure, Elementary Education, Elementary School Students, *Language Development, *Language Patterns, Language Research, Language Skills, Psycholinguistics, *Semantics, *Stress (Phonology)

A study was undertaken to see whether developmental patterns of language acquisition could be discovered in children beyond age five. Specifically, the study attempted to uncover a pattern in the development of the skill of stress interpretation, or the understanding of the effect of emphasis of a particular word on the deep structure of the language surrounding it. Eight students from kindergarten through grade six were shown four cards, each of which offered a different picture relating to the protocol sentence "Bob didn't throw the football to Sam." The sentence was then played for the students as three different sentences by placing the stress on "throw," "Sam," and "Bob," respectively. Those who understood the effect of stress on deep structure were able to correctly match up the taped sentence and the card depicting the boys' action with the football. The following conclusions were derived from the results of the testing: although correct responses did not increase even by grade level, a developmental pattern of responses did emerge for individuals. Also, males responded correctly more often than did females, first children offered more correct responses than did other children, and top students had more correct responses than did bottom students. (Author/AM)

ED 140 658 FL 008 659

Johnson, Keith

Communicative Syllabus Design for Written English.

Pub Date Sep 76

Note—17p.; Paper presented at the annual meeting of the British Association of Applied Linguistics (September 1977)

Available from—Centre for Applied Language Studies, University of Reading, Reading, England (free in mimeo form)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition (Literary), *Composition Skills (Literary), *Course Content, Course Objectives, Curriculum Guides, *English, English (Second Language), English Curriculum, English Instruction, Higher Education, *Material Development, Rhetoric, Teaching Methods, *Textbook Content, Written Language

The rationale behind the approach taken for an academic writing course, "Communicate in Writing: the English of Academic Study," is discussed. The first step was to provide a theoretical framework for the analysis of specimens of appropriate texts in functional terms. This analysis was made in order to identify the most frequently occurring functions which the course would then teach. It would also indicate ways in which these functions are characteristically sequenced to produce coherent discourse. The requirements were two: the specification of a set of ranks, and the parameters for the analysis. Two distinct parameters, the communicative and the rhetorical, yield three possible approaches to the design:

the third is a combination of the communicative and the rhetorical. Which of these three approaches is appropriate depends on the specific aims of the course. The third was judged suitable to the requirements of the pre-session writing course. The validity of the third approach rests on the assumption that the characteristic sequences of communicative functions can be identified for specific rhetorical types and discourse positions. Two other criteria were kept in mind: sequencing potential and internal surrender value. (CFM)

ED 140 659 FL 008 660

Symposium on Modern Languages in Primary Education (Copenhagen, September 20-25, 1976).

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Report No—CCC/EGT-76-38

Pub Date 18 Mar 77

Note—47p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Conference Reports, Elementary Education, Language Development, *Language Instruction, Modern Language Curriculum, *Modern Languages, Parent Attitudes, *Primary Education, Psycholinguistics, *Second Language Learning, Social Factors, Student Motivation, *Symposia, Teacher Attitudes, Teaching Methods

This is a report on the symposium on Modern Languages in Primary Education held in Copenhagen in September 1976, and organized by the Government of Denmark under the auspices of the Council of Europe. The aim of the symposium was to study the conditions for successful modern language learning at the primary level. The report contains a general outline of the symposium, plus: (1) summaries of the working papers; (2) summaries of the plenary sessions; (3) a summary by the general recorder; and (4) recommendations of the symposium. The main points of discussion were: (1) early teaching of modern languages in primary school in general; (2) continuity between the primary and the secondary stage; (3) language acquisition; (4) motivation and societal support for early modern language learning; and (5) the relationship between mother tongue and modern language learning with particular regard to disadvantaged children. Appendices contain: (a) a list of participants; (b) points for discussion suggested by the general recorder; (c) group discussion reports; and (d) a summary of the main recommendations of the Wiesbaden symposium of 1973. (AM)

ED 140 660 FL 008 662

British Support for English Studies in Europe.

British Council, London (England). English Teaching Information Centre.

Pub Date 77

Note—69p.

Available from—English Teaching Information Centre, 10 Spring Gardens, London SW1A 2BN, England

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, *English (Second Language), English Literature, Exchange Programs, Higher Education, *International Educational Exchange, *International Organizations, International Programs, Professional Associations, *School Support, Surveys, Teacher Education

Identifiers—*Europe, *Great Britain

This survey attempts to document British support for English Studies in Europe. "English Studies" is interpreted as covering English language, British literature in English, and appropriate background studies. The first part consists of short descriptions of the activities of the principal organizations active in this field: Association of Recognised English Language Schools, British Broadcasting Corporation, British Council, Central Bureau for Educational Visits and Exchanges, Centre for Information on Language Teaching and Research, Department of Education and Science, Educational Interchange Council, examination boards, higher education and further education, International Association of Teachers of English as a Foreign Language, and publishers. The second part is a statement of the pattern of activity in each country, mostly of British Council work. The countries are: Albania, Austria, Belgium, Bulgaria, Cyprus, Czechoslovakia, Denmark, Finland, France, Germany (Democratic

Republic), Germany (Federal Republic), Gibraltar, Greece, Hungary, Iceland, Italy, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Spain, Sweden, Switzerland, Turkey, USSR, and Yugoslavia. The addresses of organizations described in this survey and of British Council offices in Europe are also provided. (Author/RM)

ED 140 661 FL 008 663

Bialystok, Ellen Frohlich, Maria

Aspects of Second Language Learning in Classroom Settings. Working Papers on Bilingualism, No. 13.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date May 77

Note—32p.; For related documents, see FL 008 664-669

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement Tests, *French, High School Students, Individual Characteristics, Language Ability, Language Instruction, Language Tests, *Learning Characteristics, *Learning Motivation, *Learning Processes, *Learning Theories, Linguistic Performance, Reading Comprehension, Secondary Education, *Second Language Learning, Student Attitudes
The present study offers a model of second language learning and examines aspects of the model in two experiments with high school students learning French. The model describes learning in terms of three parameters - learning processes, learning strategies, and learner characteristics. These three parameters together may be used to explain both the general process of second language learning as well as discrepancies in the competence achieved by particular language learners. In the first experiment, the relationship between individual learner characteristics and achievement is examined. Attitude and the use of certain learning strategies prove to be the most important predictors of proficiency. The second experiment investigates more precisely the role of inferencing, one of the learning strategies hypothesized in the model, in language learning. The opportunity to inference was found to improve reading comprehension scores. The results of both experiments are interpreted in terms of the model and suggestions for further research are discussed. (Author)

ED 140 662 FL 008 664

Celce-Murcia, Marianne

Phonological Factors in Vocabulary Acquisition: A Case Study of a Two-Year-Old, English-French Bilingual. Working Papers in Bilingualism, No. 13.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date May 77

Note—16p.; For related documents, see FL 008 663-669; Best copy available

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingualism, *Child Language, English, French, Interference (Language Learning), *Language Development, Language Instruction, *Phonology, *Preschool Children, Preschool Learning, Pronunciation, Second Language Learning, Vocabulary, *Vocabulary Development

Identifiers—Cognates, Simultaneous Bilingualism
This study presents phonological and lexical data describing the speech of a two-year-old acquiring English and French simultaneously. After establishing the child's phonological system(s), four categories of lexical items are described: (1) the child knows and uses both the English and French lexical item; (2) the child is confused by identical meaning yet slightly different phonological form (i.e., cognates); (3) the child is exposed to only one form, and thus uses a lexical item only in one language; and (4) the child has been exposed to both the English and French equivalents but avoids the phonologically more difficult form. Following these data, the second category (i.e., cognates) is discussed briefly, and the fourth category (i.e., phonological avoidance) is treated in some detail. These

findings could also have some relevance for foreign language teaching in that it appears that unnecessary phonological barriers may cause psychological problems, stunt fluency and inhibit ease of language learning. (Author/CFM)

ED 140 663 FL 008 665

White, Lydia

Error Analysis and Error Correction in Adult Learners of English as a Second Language. Working Papers on Bilingualism, No. 13.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date May 77

Note—18p.; For related documents, see FL 008 663-669; Best copy available

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Students, *English (Second Language), *Error Analysis (Language), *Interference (Language Learning), Language Instruction, Language Tests, Morphology (Languages), Phonology, *Second Language Learning, Spanish, *Spanish Speaking, Syntax, Vocabulary

Identifiers—Bilingual Syntax Measure, Error Correction (Language), Interlanguage

Twelve Spanish-speaking adults learning English as a second language were tested using the Bilingual Syntax Measure and their errors were analysed. Eight of them were subsequently presented with their errors in written form and asked to correct them. The 12 adults produced a total of 451 errors, of which 20.6% were due to interference from Spanish, 60.3% were developmental and 19% were from other sources. There was no variation in the proportions of errors from different sources according to academic status: intermediate students produced 60.3% developmental errors and advanced students produced 60.2%. Most subjects, both intermediate and advanced, were only able to correct about half their errors. Their corrections of the "Is X" structure suggest that this error may be due to syntactic, rather than phonological, interference. (Author)

ED 140 664 FL 008 666

Bruck, Margaret Shultz, Jeffrey

An Ethnographic Analysis of the Language Use Patterns of Bilingually Schooled Children. Working Papers on Bilingualism, No. 13.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date May 77

Note—38p.; For related documents, see FL 008 663-669

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bilingual Education, *Bilingualism, Bilingual Students, Bilingual Teachers, English (Second Language), Evaluation Methods, Grade 1, Interaction, *Language Usage, *Peer Relationship, Primary Education, Sociolinguistics, Spanish, Spanish Speaking, *Student Teacher Relationship, *Teacher Influence, Video Tape Recordings

Identifiers—*Code Switching (Language), Ethnography, Language Dominance

Language use patterns of two grade one children in a Spanish-English half-day pull-out transitional bilingual program were examined. Videotape data were collected three times throughout the school year in both the bilingual and regular English classrooms. Over the year there were two teachers in the bilingual class: one English dominant, the second Spanish dominant. Analyses focused on the amount of language used in different settings and the conditions under which each language was used for teacher-child and child-child interactions. The data were analyzed to examine the effects that time and teacher language dominance had on these patterns. Results of the study indicate that the use of English increases throughout the year, and that teacher's language dominance has a pervasive effect on language use patterns. The contribution of this study to bilingual education, sociolinguistics and evaluation methodology is discussed. (Author/CFM)

ED 140 665 FL 008 667

Teitelbaum, Herta

The Validity of Various Techniques Measuring Children's Bilingualism. Working Papers on Bilingualism, No. 13.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date May 77

Note—34p.; For related documents, see FL 008 663-669

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingual Education, *Bilingualism, *Bilingual Students, Elementary Education, English (Second Language), *Language Proficiency, Language Skills, Language Tests, *Language Usage, *Measurement Techniques, *Predictive Validity, Predictor Variables, Rating Scales, Self Evaluation, Spanish, Spanish Speaking, Speech Communication, Student Evaluation, Teacher Attitudes, Test Validity

Data on language competence and language use were obtained for 99 Spanish/English bilingual elementary school children (kindergarten through fourth grade) from Albuquerque. The children's language skills were assessed by teachers, interviewers, and the children themselves. The teachers and the children also estimated the extent to which the children used Spanish and English in various settings of the home, the neighborhood and the school. As more objective measures of the children's language skills, they performed three tasks—word naming, sentence repetition, and free speech. The relationships among the various measurement techniques were analyzed. The three tasks were well interrelated and were thought to measure the same skills. The relationship between language use and language skill ratings was generally not very strong, both in the case of the children and the teachers. Only a few of the language use variables were found useful in the prediction of the children's performance on the tasks. Of the language skill ratings, the interviewer judgments were the best predictors of the tasks. The teacher ratings were moderately well correlated with the performance measures, and the children's self-ratings least so. (Author)

ED 140 666 FL 008 668

Cummins, James Macnamara, John

Immersion Education in Ireland: A Critical Review of Macnamara's Findings. Reply to Dr. Cummins. Reply to the Reply. Working Papers on Bilingualism, No. 13.

Pub Date May 77

Note—10p.; For related documents, see FL 008 663-669

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Tests, *Arithmetic, *Bilingual Education, *Bilingualism, Elementary Education, Elementary School Mathematics, English (Second Language), *Immersion Programs, Language Attitudes, *Language of Instruction, *Mathematics Instruction, Second Languages

Identifiers—Ireland, *Irish

The present paper questions the validity of Macnamara's (1966) finding that teaching arithmetic through a bilingual's weaker language leads to retardation in problem arithmetic. By comparing the performance of immersion pupils on an Irish (as a second language) version of the problem arithmetic test with the performance of non-immersion pupils on an English (as a first language) version, Macnamara's study confounds bilinguals' competence in arithmetic with their ability to demonstrate this competence when tested through their weaker language. Macnamara's attempt to demonstrate the equivalence of Irish and English versions of the problem arithmetic test fails to take account of probable differences in Irish competence between the immersion pupils in the pretest and those in the main study. Macnamara rejects Cummins' criticism in a brief reply. Cummins' reply to Macnamara's reply is also provided. (Author/CFM)

ED 140 667 FL 008 669

Paulston, Christina Bratt

Theoretical Perspectives on Bilingual Education Programs. Working Papers on Bilingualism, No. 13.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date May 77

Note—54p.; For related documents, see FL 008 663-668

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Biculturalism, *Bilingual Education, Cognitive Processes, Cultural Pluralism, Culture Conflict, *Educational Change, *Educational Theories, English (Second Language), Evolution, Immersion Programs, Language of Instruction, Language Proficiency, Language Research, Learning Theories, Linguistic Competence, Second Language Learning, *Social Change, Socioeconomic Influences, Sociolinguistics, Teaching Methods, Theories

Identifiers—Canada, Sweden

This paper discusses some major theories of social and educational change (e.g., evolutionary theory, structural functional theory, systems theory, group conflict theory, and cultural revival and social movement theory), and delineates the identification and interpretation of variables relevant to an understanding of bilingual education within the framework of each particular theory. The basic premise of the paper is that each theory will identify differently the key variables and their relationships, and consequently the answers they seek will differ. (Author)

ED 140 668 FL 008 670

Mulroy, Kevin J.

Vietnamese Proverbs Compared with Other Sources in Investigating National Characteristics for Pedagogical Purposes.

Pub Date 77

Note—82p.; M.A. Thesis, City University of New York; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adult Education, *Cross Cultural Studies, Cultural Awareness, Cultural Differences, Cultural Education, *Cultural Traits, Elementary Secondary Education, English (Second Language), Folk Culture, *Indochinese, Post Secondary Education, *Proverbs, Refugees, Social Structure, Social Values, *Vietnamese

The hypothesis was advanced that if the proverbs of a country could provide clues to its inhabitants' character which could be validated by reference to literature and commentaries of various types, an excellent guide would be available for educators. The information could be of value to teachers in that it would increase sensitivity to students, and it would serve as an aid in determining which aspects of American culture would pose the greatest problems for students. A systematic study was made, therefore, of a collection of 6,000-7,000 Vietnamese proverbs in the hope that the results would be of use to American teachers of Vietnamese students. Selected Vietnamese proverbs were considered as an outline of societal attitudes (the family, the society, religion and fate). Suggestions are given for researchers and teachers based on these findings. Appendix A contains an article by Walter Slotte, "Adaptation of Recent Vietnamese Immigrants to the American Experience: A Psycho-Cultural Approach." Appendix B is a booklet by Nguyen Kim Hong, "Vietnamese Themes: Understanding Cultural Differences between Americans and Vietnamese, Understanding Educational Differences between Americans and Vietnamese, and Tips to American Educators in Dealing with Vietnamese Students." (CFM)

ED 140 669 FL 008 671

Horne, Josephine And Others

Kanien'keh'a' Okara'Shon': A Mohawk Stories. New York State Education Dept., Albany, Div. of Research.

Pub Date Nov 76

Note—276p.; Bulletin 427, New York State Museum

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*American Indian Culture, *American Indian Languages, American Indians, Cultural Awareness, Cultural Education, Folk Cul-

ture, *Folklore Books, Language Instruction, *Legends, Poetry, *Reading Materials, *Tales

Identifiers—*Mohawk

This volume is intended as an addition to the limited resources available to Mohawk language teachers. The 95 legends, histories, anecdotes, omens, and poetry collected in this volume were written by Mohawk teachers from Caughnawaga and Oka, and have been handed down from generation to generation to form part of the Mohawk cultural heritage. Because they are intended primarily for young people beginning their study of the language, the second section contains translations of the stories. These are of two kinds: a word by word translation in English appears directly under the Mohawk line; and a "retelling" appears in English at the bottom of each page. As every legend has several versions, the ones presented here are not considered any more definitive than any other. (Author/AM)

ED 140 670 FL 008 672

Neustupny, J. V., Ed. Rowe, H. M., Ed.

Proceedings, First Australian Seminar on Japanese Language Teaching. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 17. Papers in Japanese Linguistics, 4.

Linguistic Society of Australia; Monash Univ., Clayton, Victoria (Australia).

Pub Date 76

Note—157p.; Not available in hard copy due to marginal legibility of original document

Available from—Linguistic Communications, c/o Department of Japanese, Monash University, Wellington Road, Clayton, Victoria, 3168 Australia (\$8.00 Australian per issue)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Conference Reports, *Curriculum Development, *Curriculum Guides, Educational Planning, *Japanese, *Language Instruction, Language Teachers, Modern Language Curriculum, Secondary Education, Textbook Content

Identifiers—*Australia

This volume contains papers presented at the first conference for teachers of Japanese in Australia. Section one of the volume contains the opening presentation, by J. Neustupny, which discusses current trends in Japanese language teaching in Australia. Section two contains nine symposium papers, which deal with problems in secondary curricula for Japanese in various parts of Australia: "Japanese Language Teaching in Queensland," by B. Bonning; "The Queensland Secondary Syllabus and Teaching of Japanese at Tertiary Level," by J. Ackroyd; "Teaching of Japanese in New South Wales," by H. McLachlan; "Problems in Secondary Curricula for Japanese, Victoria," by S. Wilson; "Teaching of Japanese in South Australia," by K. Nishida; "Problems in Secondary Curricula for Japanese in South Australia," by H. Quackenbush; "Japanese Teaching in Tasmania," by B. Cole; "Teaching of Japanese at Western Australian Secondary Schools - Problems of the Curriculum," by K. Boston; and "A Statement on the Japanese High School Textbook Project," by S. Pulvers. Section three contains two lectures, delivered by F. Koide and E. Jorden, respectively, and entitled: "Japanese Language Teaching in Japan" and "Language Teaching in the U.S.A.: the Cornell Paradigm." A final section of the volume contains syllabus samples from five different states in Australia. (AM)

ED 140 671 FL 008 673

Stohin, Dan I.

Language Change in Childhood and in History. Working Papers of the Language Behavior Research Laboratory, No. 41.

California Univ., Berkeley. Language and Behavior Research Lab.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 75

Grant—MH-25703

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingualism, Child Language, Contrastive Linguistics, Creoles, *Diachronic Linguistics, Language, *Language Development, *Language Role, Language Universals, Language Usage, *Language Variation, Pidgins, *Psycholinguistics, *Sociolinguistics, Synchronic Linguistics

Observation of child language development is just one way to study how language changes over time. Developmental psycholinguistics shares much common ground with historical linguistics and with studies of languages in contact and the evolution of pidgins and creoles. By studying the way language changes, this paper focuses on clarifying the psycholinguistic processes that make language possible. Four basic requirements of language are to be: (1) clear; (2) humanly processible in ongoing time; (3) quick and easy; and (4) expressive. Each of these factors is discussed in the context of change, seeking similarities in different kinds of diachronic stories in order to understand the nature of the changes themselves. Consequences of these factors are traced in four types of linguistic change: development of language in children; change of established languages over time; changes occurring in one language resulting from contact with another in minds of bilingual speakers; and changes occurring when a pidgin becomes a native language and expands into more mature communicative functions (i.e., the processes of creolization and decreolization). Examples from several languages are included to illustrate the points. (CHK)

ED 140 672 FL 008 674

Cook-Gumperz, Jenny Gumperz, John J.

Papers on Language and Context. Working Papers of the Language Behavior Research Laboratory, No. 46.

California Univ., Berkeley. Language and Behavior Research Lab.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 76

Grant—MH-25703

Note—149p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Child Language, Communication (Thought Transfer), *Communication Skills, *Context Clues, Discourse Analysis, Language Attitudes, Language Development, Language Skills, Language Styles, *Language Variation, Semantics, *Sociolinguistics, *Speech Communication

Identifiers—*Code Switching (Language), Ethnography

This issue includes four papers: (1) "Context in Children's Speech," by Jenny Cook-Gumperz and John J. Gumperz, demonstrates how context is used as a framing device for semantic interpretation of messages. It is suggested that context is not simply background information but part of the total message, entering into the information communicated, and unavailable outside linguistic and semantic communication. (2) "Socio-Ecological Constraints on Children's Communicative Strategies," by Jenny Cook-Gumperz and William A. Corsaro, expands the notion of context to the entire social-physical setting. The study's setting was a nursery school, in which different locations take on a specific social character and enter into children's choices of communicative strategies. (3) "The Sociolinguistic Significance of Conversational Code-Switching," by John J. Gumperz, treats code-switching as a communicative phenomenon, in which speakers build on others' knowledge of alternative grammatical systems, and the social assumptions these imply, to generate indirect conversational inferences. (4) "Social Network and Language Shift," by John J. Gumperz, reports on an ethnographic study which seeks to provide insights into the social and linguistic causes of language shift by intensive analysis of communication in face-to-face groups. (CHK)

ED 140 673 FL 008 675

Racle, Gabriel

Suggestopedia-Canada.

Public Service Commission of Canada, Ottawa (Ontario). Staff Development Branch.

Pub Date Apr 77

Note—14p.; In English and French

Available from—Suggestopedia-Canada, 1725 Woodward Drive, Room 420, Ascot-Martin Building, Ottawa, Ontario K1A 0M7 Canada (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conditioning, *Educational Innovation, Educational Psychology, Educational Research, Experimental Psychology, *Experimental Teaching, Hypnosis, Individual Psychology, Language Instruction, Learning

Processes, Memorizing, Memory, *Personality, Psychiatry, Psycholinguistics, Psychotherapy, Recall (Psychological), Retention, Second Language Learning, Stress Variables, *Teaching Methods

Identifiers—Lozanov (Georgui), Lozanov Method, *Suggestology, *Suggestopedia

This issue presents an English translation and the original French version of the text of a speech delivered by Dr. Georgui Lozanov at the First International Congress of Hypnopaedia and Suggesto-hypnopaedia in Paris on May 29-30, 1976. The paper is entitled "A General Theory of Suggestion in the Communications Process and the Activation of the Total Reserves of the Learner's Personality." The paper discusses research into psychotherapeutic and hypnopaedic methods which seem to indicate that "miraculous" curative and educational results are directly related to suggestion. This research led to the development of the suggestopaedic system of study, which can be applied to anyone and which activates the total reserves of the personality. This method is based on the principles of: (1) joy and absence of tension; (2) oneness of the conscious and unconscious; and (3) suggestive interaction. This method also calls for training of teachers in certain areas of psychotherapy. In experimental schools in Bulgaria, 2,000 students are learning under this system, which is now being applied not only to second language learning but to most school subjects. The system is also being tested in other countries. This text is followed by an annotated list of the papers on suggestopaedia presented at the Moscow Intensive Second Language Learning Methods Congress in January 1974. A short bibliography completes the issue. (AM)

ED 140 674 FL 008 689

Boylan, Patricia C. *Omaggio, Alice C.*
Strategies for Person-Centered Language Learning.

Pub Date 76

Note—38p.

Available from—American Foreign Language Teacher Publications, Advancement Press of America, Inc., P. O. Box 07300, Detroit, Michigan 48207 (\$2.95 plus \$0.85 postage)

Document Not Available from EDRS.

Descriptors—Communicative Competence (Languages), Creative Writing, Cultural Education, *Curriculum Guides, Games, Grammar, *Humanistic Education, *Language Instruction, *Learning Activities, Role Playing, *Second Language Learning, Student Role, Teacher Role, Teaching Guides, *Teaching Methods, Vocabulary Development

This collection of more than 30 activities is designed to provide the second language teacher with practical ideas for creating a more person-centered, communicative environment in the classroom. Any environment that human beings create is a product of their expectations. The expectations that students and teachers have for each other in many foreign language classrooms are examined. The student and teacher roles that are typically assumed are described, and suggestions are made as to how these roles can be expanded to permit all members of the class to make greater and more significant contributions to the learning environment. Suggestions are offered for increasing real communicative exchanges in all phases of the lesson plan. Sample learning activities are suggested for enlivening dialogues, grammatical presentations, vocabulary learning, reading selections and cultural materials. Both students and teachers are encouraged to communicate in the second language about things that are important to them and to express within the limits of their linguistic competence feelings, ideas, opinions, judgments, and facts about themselves relating to the material in the lesson. Activities include interviews, games, role plays, a wide variety of conversational stimuli, and many creative writing exercises. (Author/CFM)

ED 140 675 FL 008 690

Gary, Judith Olmstead

Why Speak If You Don't Need to? The Case for a Listening Approach to Beginning Foreign Language Learning.

Pub Date July 76

Note—24p.; Paper presented at the Conference on Second Language Learning and Teaching (SUNY, Oswego, New York, July 16-18, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Innovation, Educational Strategies, *Language Instruction, Language Skills, *Listening, Listening Comprehension, *Second Language Learning, *Speech Communication, Speech Skills, *Teaching Methods

Identifiers—*Delayed Oral Practice (Language Learning)

This paper describes the rationale and strategies of a language teaching approach found to have been extremely effective with both adult and child learners. This approach does not require the language learner to speak until he feels comfortable doing so. Both past and current applications of a delayed oral practice approach to language learning are surveyed. Research described shows that language learners not required to speak immediately—though they may if they wish—can make more significant gains in reading, writing and speaking, as well as in listening comprehension, than students required to speak right away in a typical audio-lingual program. A variety of non-verbal response modes requiring active listening and student participation are discussed. (Author/AM)

ED 140 676 FL 008 691

Rodriguez, Oralia

Egocentrism in the Language of Six to Seven-Year-Old Mexican Children.

Pub Date 76

Note—16p.; Paper presented at the International Symposium on Language Acquisition (Mexico, November 9-12, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Development, *Child Language, Cognitive Development, *Discourse Analysis, *Egocentrism, *Language Development, Language Patterns, Language Research, *Mexicans, Psycholinguistics, Socioeconomic Influences, Sociolinguistics, Speech Communication, *Verbal Communication, Verbal Development

Up to the present, no studies have been done in the area of child language in Mexico. The Center of Linguistic and Literary Studies of the Colegio de Mexico carried out an empirical investigation of the language of six- to seven-year-old Mexican children. This paper presents, in preliminary form, some partial results of the investigation, focussing upon one experiment based on the ideas of Jean Piaget. The working hypothesis was that an egocentric six-year-old, in telling a story to other children, would not be concerned about expressing himself clearly, resulting in the omission of information necessary for the understanding of the story. It was further hypothesized that differences could be observed in the way the children told a story, depending on their socioeconomic background. Fifty-nine children were instructed to narrate a story to two classmates. The narrations were tape-recorded, transcribed, and analyzed to obtain an index of omission of information in the story. A comparison was then made among the children on the basis of the three socioeconomic groups they represented. Preliminary conclusions include: (1) factors such as age or intelligence did not systematically affect the information omission scores; and (2) the socioeconomic background factor did seem to affect the scores, with children of poorer background omitting the greatest number of information units. Further analysis of the data is still underway. (AM)

ED 140 677 FL 008 692

Cartel, Annotated Bibliography of Bilingual Bicultural Materials. Vol. III, No. 42.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date July 76

Note—380p.

Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Boulevard, Austin, Texas 78752 (\$3.70)

EDRS Price MF-\$0.83 HC-\$2.75 Plus Postage.

Descriptors—American Indian Culture, *Annotated Bibliographies, Audiovisual Aids, *Biculturalism, *Bilingual Education, Bilingualism, Black Culture, Chinese, Early Childhood Education, English (Second Language), French, German, *Instructional Materials, Italian, Mathematics, Parent Participation, Psycholinguistics, Reading Materials, *Resource Materials, Spanish, Teacher Education, Vietnamese

This is an informative listing for educators, librarians, and others interested in materials for bilingual multicultural education. Items are listed according to: title, author, subject, and publisher/distributor indexes. The following are among the topics covered: (1) African and Afro-American culture; (2) Native American cultures; (3) arts and crafts; (4) audiovisual materials; (5) career education; (6) early childhood; (7) children's literature; (8) English as a second language; (9) mathematics; (10) music; (11) French, Italian, German, Hispanic, Vietnamese and Chinese languages and cultures; (12) science; (13) social studies; and (14) parental and community involvement. A typical annotation includes the following information: title, author, name and address of the publisher, publication date, pagination or number of parts, languages used, intended audience or level, and a descriptive statement. Selection criteria for the annotated and for the analyzed items include availability and relevance to bilingual education. (AM)

ED 140 678 FL 008 693

Wardhaugh, Ronald, Ed. Brown, H. Douglas, Ed.

A Survey of Applied Linguistics.

Pub Date 76

Note—308p.

Available from—University of Michigan Press, 615 E. University, Ann Arbor, Michigan 48106 (\$14.00)

Document Not Available from EDRS.

Descriptors—Aphasia, *Applied Linguistics, *Bilingualism, Dialect Studies, Diglossia, *English Instruction, English Literature, Language, Language Development, Language Handicaps, *Language Instruction, Language Tests, Linguistic Theory, Literary Styles, Neurolinguistics, *Psycholinguistics, Reading, Second Language Learning, *Sociolinguistics, Spelling

This book provides a comprehensive review of the major areas of applied linguistics with original contributions by fourteen scholars. The following chapters are included: (1) "What is Applied Linguistics?" by H. Douglas Brown; (2) "Language Development," by Lois Bloom; (3) "First Language Teaching," by Jean Malmstrom (discusses the teaching of English as a first language in six areas: usage and dialectology; grammar and rhetoric; linguistics in the curriculum; spelling; textbooks and supplementary materials; and possible conclusions and implications); (4) "Orthography," by Richard L. Venezky; (5) "Reading," by Rose-Marie Weber; (6) "Second Language Learning," by Jack C. Richards; (7) "Second Language Teaching," by William E. Rutherford; (8) "Bilingualism," by Bernard Spolsky; (9) "Dialectology," by Roger W. Shuy; (10) "Language and Society," by Robin Lakoff; (11) "Literature," by Donald C. Freeman; (12) "Language Disorders," by Haiganoosh Whitaker and Harry Whitaker; and (13) "Language Testing," by John W. Oller, Jr. (CFM)

ED 140 679 FL 008 695

Brogan, Patrick And Others

Children's Language Structure. Working Papers of the Language Behavior Research Laboratory, No. 15.

California Univ., Berkeley. Language and Behavior Research Lab.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Apr 69

Grant—MH-25703

Note—41p.; Portions of the second paper may be difficult to read due to the uneven print quality of the original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bilingualism, *Child Language, *Language Development, Language Proficiency, Language Usage, Psycholinguistics, Sentence Structure, *Sociolinguistics, Structural Analysis, *Syntax, Transformation Theory (Language)

Identifiers—Kinship Terms

Three papers from this issue of the Working Papers are provided here. "The Nesting Constraint in Child Language," by Patrick Alan Brogan, discusses a child's ability to perform complex, internally embedded sentences. It is hypothesized that difficulty stems from a child's limited short-term memory. "A Framework for Studying Kin Term Usage," by Ronald Casson, describes a framework for studying a community's use of the terms of reference and address in

their kinship system in everyday behavior. The eventual aim of this study is to understand children's acquisition of the adult system. Sociolinguistic rules for distribution and context of kinship term usage are examined, and the social meaning of kin term usage is discussed. "Development of Syntactic Structures in Monolingual and Bilingual Children (A Modest Proposal)," by Merrill Swain, presents a proposal for investigation of the syntactic development of children learning two languages simultaneously. The investigation is conceptualized within the framework of transformational theory, which is summarized, and sequences of a child's acquisition of mature and pre-mature syntactic structures are outlined. Methodology for studying the bilingual child's language acquisition is described, and an hypothesis regarding separation of the two languages is proposed. The other three papers from this collection are already in ERIC as ED 030 098, ED 034 966, and ED 098 799. (CHK)

ED 140 680 FL 008 698
Kay, Paul

Tahitian Words for Race and Class. Working Papers of the Language Behavior Research Laboratory, No. 40.

California Univ., Berkeley. Language and Behavior Research Lab.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Aug 75

Grant—MH-25703

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Anthropological Linguistics, Ethnology, Folk Culture, *French, Language Patterns, Language Research, Language Variation, *Lexicology, *Linguistic Theory, Malayo Polynesian Languages, *Portuguese, *Semantics, Sociocultural Patterns, Sociolinguistics, Vocabulary

Identifiers—Ethnographic Semantics, *Tahitian

This volume is based on field work conducted in 1960 in Papeete and in a rural district of Tahiti, under the guidance of Douglas Oliver. Section two, which is based on a Ph.D. thesis (Kay 1963), develops the hypothesis that Tahitian words for social classification and the common French translations are semantically equivalent for most native speakers of Tahitian. This means that when a French word is used, the Tahitian meaning is intended. Section three, which attempts to relate the data in section two to more recent anthropological research, develops the hypothesis that words designating racial/social types in Brazilian Portuguese do not constitute a shared semantic system which permits native speakers to communicate effectively in this domain. This semantic ambiguity may be due to a desire to slur class and race distinctions. Section four discusses the implications of these hypotheses for semantic theory, and presents research on other sets of words whose meanings seem to imply underlying notions of quantity and statistical distribution. (Author/AM)

HE

ED 140 681 HE 008 812
Hoong, Yip Yat, Ed.

Development Planning in Southeast Asia: Role of the University.

Regional Inst. of Higher Education and Development, Singapore.

Pub Date 73

Note—292p.

Available from—Regional Institute of Higher Education and Development, CSSDI Building, Heng Mui Keng Terrace, Singapore 5 (\$5.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Case Studies, *Developing Nations, *Economic Development, *Educational Development, Foreign Countries, *Institutional Role, National Programs, Regional Planning, Statewide Planning, Technical Assistance, *Universities

Identifiers—*Asia (Southeast), Malaysia, Philippines, Singapore, South Vietnam

The first volume in a series of three, this report relates the in-depth studies of development planning in four Southeast Asian countries: Singapore, Malaysia, South Vietnam, and the Philip-

pines. The studies examined the ways in which universities are assisting and can assist more in the formulation and implementation of national development plans and programs. Each country study consists of historical background, national development objectives and strategies, major problem areas, the role of the university (past, current, and potential), conclusions about the current situation, a bibliography, and statistical appendixes. (MSE)

ED 140 682 HE 008 902
Hilles, William C. Fagan, Sharon K.

Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume 2, Interim Final Report.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Mar 77

Contract—231-76-0011

Note—165p.; For related document, see HE 008 904

Available from—Association of American Medical Colleges, One Dupont Circle, Suite 200, Washington, D.C. 20036

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Policy, Fees, Governance, *Health Facilities, Higher Education, Institutional Administration, Insurance Programs, *Medical Schools, *Medical Services, Organization, *Organizations (Groups), *Primary Health Care, Private Colleges, Public Schools, Tables (Data)

Identifiers—Malpractice (Medicine)

Volume 2 of the two-part report includes detailed matrices covering the more significant characteristics of 67 medical schools' practice plans. Although the institutions are not named, public medical schools are distinguished from private ones, and regional location is indicated. A glossary is included to assist the reader in interpreting columnar headings. The characteristics appearing on the matrices are grouped according to such features as organization, membership, governance, general administration, practice setting, plan income, fee policies and procedures, compensation administration, and benefits and malpractice insurance. The information covers the first year of a two-year study; the second phase will be completed in the fall of 1977. (Editor/MSE)

ED 140 683 HE 008 904
Hilles, William C. Fagan, Sharon K.

Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume 1: Interim Final Report.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Mar 77

Contract—231-76-0011

Note—111p.

Available from—Association of American Medical Colleges, One Dupont Circle, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administration, Annotated Bibliographies, *Faculty, *Governance, *Health Services, *Higher Education, Income, Medical Education, *Medical Schools, *Medical Services, Medical Treatment, Organization, Primary Health Care, Surveys

The study of medical practice plans describes the structural and operational characteristics of over 60 plans in U.S. medical schools. A documented description of the way the respective clinical faculties conduct their patient care activities is included. The study further establishes a typology based on plan structure and classifies the plans accordingly. The report includes an annotated bibliography on the subject of practice plans; profile matrices, for public and private institutions, displaying plan features relating to structure and governance, mechanics of administration, compensation patterns, income flow and disposition; a rationale for categorizing practice plans, and the actual classification of all plans reviewed; a set of flow diagrams, illustrating for each basic type of plan the source and distribu-

tion of all practice plan income; and a discussion of the study's findings and trends since the 1950s. This report covers only the first year of a two-year study. (JMF)

ED 140 684 HE 008 911
Anderson, Laura, Ed.

Following Up Graduates: A Measure of Academic Effectiveness.

Southern Regional Education Board, Atlanta, Ga. Pub Date May 77

Note—9p.

Available from—Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, Ga. 30313
Journal Cit—Regional Spotlight, News of Higher Education in the South; v11 n4 May 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Alumni, *College Graduates, *Educational Benefits, *Educational Research, Employment, *Enrichment, Financial Support, Followup Studies, *Graduate Surveys, *Higher Education, Institutional Research, Student Attitudes, Student Characteristics, Student Employment, Student Experience, Student Needs, Student Opinion, Vocational Followup

Identifiers—*Tennessee Higher Education Commission, University of North Carolina

Questions posed about the practicality of post-secondary education have led many institutions to survey the graduates themselves. The Southern Regional Education Board report cites studies conducted by the University of North Carolina and the Tennessee Higher Education Commission. The surveys concern the age of graduates, the type and amount of work while in school, financial support to students, activities, curriculum, employment rate and history, and value of the education. The implications of the results of the surveys are discussed in general. Higher education needs to gear itself more toward the older students who generally work while attending school; higher tuition levels will limit access to a number of potential students; extracurricular activities are an important part of college; students want more field experience and more options in developing degree programs; the potential economic return to the states is substantial and needs addressing; and students find college economically enriching, but even more personally enriching. Alumni followup studies are encouraged because they point out specific problems an institution may have as well as needed and desired changes. (JMF)

ED 140 685 HE 008 940
Higbee, Eliot C.

The Relationship Between Higher Education and Technological Development: The Canadian Experience.

Pub Date Jun 76

Note—39p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Developed Nations, Federal Aid, Financial Support, Foreign Countries, *Futures (of Society), *Government Role, Higher Education, Institutional Role, *Research, *Research Opportunities, *State Universities, *Technological Advancement, Technology

Identifiers—*Canada

As foreign control has grown during the early stages of Canadian technology, one of the major issues of concern to Canadians has become: How does a country with a relatively small population and limited capital shift its emphasis from natural resource development to development of secondary industry without surrendering even a greater degree of control to foreign countries? The influence of other countries is evident in the Canadian university, where academic staffs have a high proportion of noncitizens. Approximately one fifth of the country's basic research, which is the predecessor of advanced technology, is done in a handful of institutions, and those that have achieved status as major research universities have done so by making deliberate priority decisions to hire research-oriented faculty and by giving them the freedom to pursue their interests. Developing and developed countries must squarely face this issue: if a country desires good research, it is not sufficient to create and fund large universities; on that basis alone, a university oriented toward serving large numbers of undergraduate students may well emerge, and research and technology are not well served. By reducing the amount of research support for

universities, Canada may be hindering one of its most positive forces for the advancement of an indigenous technology. (Author/MSE)

ED 140 686 HE 008 943
Ontario Council on University Affairs. **Third Annual Report. March 1, 1976 to February 28, 1977.**

Ontario Council on University Affairs, Toronto.
Pub Date Mar 77
Note—67p.

Available from—Ontario Council on University Affairs, 801 Bay Street, Second Floor, Toronto, Ontario M5S 1Y7, Canada

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—*Educational Demand, Educational Supply, *Enrollment Trends, Financial Support, *Foreign Countries, *Government Role, *Government School Relationship, Graduate Study, Higher Education, Operating Expenses, Statistical Data, *Undergraduate Study
Identifiers—Canada, *Ontario

The full text of all advisory memoranda issued from March 1976 to February 1977 is included in this annual report on the Ontario university system. The following areas of undergraduate study are examined: (1) the capacity of the university system to absorb additional enrollment; (2) some alternative forecasts of future enrollment growth; (3) the extent to which enrollment growth is in the long-range interest of the university system; (4) the possibilities whereby enrollment growth might be contained; and (5) the extent to which the Ontario Council's stance can contribute to the predictability and stability of government funding of the university system in the face of the uncertainty that surrounds changing enrollment levels. Memoranda included in this report deal with correspondence courses for degree credit; the Ontario Graduate Scholarship Program; government support for the university system (operating grants and capital assistance); graduate program planning; funding arrangements; the allocation of the government's operating support for the university system; and formula sensitivity to undergraduate enrollment change. (LBH)

ED 140 687 HE 008 944
Phillips, Thomas P., Ed.

The Doctorally Prepared Nurse. Report of Two Conferences on the Demand for and Education of Nurses with Doctoral Degrees.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Report No.—DHEW-HRA-76-18
Pub Date Mar 76
Note—113p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-041-00115-7; \$1.80)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—*Conference Reports, *Degree Requirements, Doctoral Degrees, *Educational Programs, *Educational Objectives, Educational Planning, Geographic Distribution, Government Role, *Graduate Study, Health Occupations, Higher Education, Hospital Personnel, Manpower Needs, *Nurses, Nursing, Professional Occupations, Scientific Manpower, Trend Analysis

The proceedings of two conferences held by the Division of Nursing that have focused on doctoral preparation of nurses are presented in this publication. The first, the "conference on Issues in Doctoral Education for Nurses," held in Bethesda, Maryland, on February 22, 1974, called together project directors and deans of schools of nursing that had ongoing Nurse-Scientist Programs at a time when future support for these programs was under question and careful planning for advanced education was crucial. The second, "Conference on Doctoral Manpower in Nursing," was held in Silver Spring, Maryland, on June 19-21, 1974. It addressed the issue of the requirements for doctorally prepared nurses needed in the nation, and it called on the experience and knowledge of a group of nurses familiar with academic, service, and other related settings where highly knowledgeable nurses are needed. (LBH)

ED 140 688 HE 008 945
Romney, Leonard C. Micek, Sidney S.
Translating Goals into Measurable Objectives: Research Studies and Practical Procedures.
Pub Date May 77

Note—17p.; Paper presented at the annual meeting of the Association for Institutional Research (Montreal, May 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Decision Making, Information Needs, *Institutional Administration, *Measurement Techniques, Methods Research, *Objectives, *Post Secondary Education, Research, Surveys
Identifiers—*Institutional Objectives, *Outcomes of Education

Two studies were done about the selection of specific measures for use in institutional goal translation and evaluation processes; in addition, they provided prototype methodologies for setting objectives. The first, "Institutional Goal Achievement: Measures of Progress" (IGA), suggested by its results that the process of setting goals and measuring progress would benefit from consensus-building techniques, whether in individual institutions, among institutions of one type, or across institutional types. The second, The Higher Education Outcome Measures Identification Study (OMIS), studied and developed procedures for collecting outcomes and associated measures deemed most important to different types and levels of decisionmakers. The procedures of these two studies can be useful in goal translation, and, in addition, important insights can be gained about the outcomes information preferences and needs of postsecondary education participants and constituents when the measures are used as research tools. (Author/MSE)

ED 140 689 HE 008 946
Baird, Leonard L.

Theoretical Approaches to the College Environment.

Pub Date [76]
Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Colleges, *Educational Environment, *Environmental Criteria, *Environmental Research, *Higher Education, *Organizational Theories, Psychology, Role Theory, Social Environment, Systems Approach, *Theories, Universities

Given the importance of colleges and universities as social institutions, it is surprising that there are few theoretical ideas about how colleges operate or theories of how to implement change. The range of theoretical systems available to measure the college environment varies with the level of analysis, with the person whose environment is being examined (students, professors, or administrators), and with the relationship being examined. Three approaches seem to have unusual promise as bases of theory for understanding the college environment; role theory, organizational psychology, and social ecological analysis. Existing data could be reanalyzed using their concepts to further explore their usefulness. (Author/MSE)

ED 140 690 HE 008 949
Handbook on Accreditation. 1977 Revision.

National Association of Private, Nontraditional Schools and Colleges, Grand Junction, Colo.
Pub Date 77

Note—135p.; Formerly National Association of Schools and Colleges.

Available from—National Association of Private, Nontraditional Schools and Colleges, 1129 Colorado Ave., Suite 320, Grand Junction, Colorado 81501

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—*Accreditation (Institutions), *Contracts, *Educational Innovation, Educational Specifications, Guides, Higher Education, Manuals, Methods, Performance Contracts, *Planning, *Post Secondary Education
Identifiers—*Nontraditional Education

The handbook's purpose is to present an overview of the concept of accreditation by contract as proposed by the National Association of Private, Nontraditional Schools and Colleges. A secondary purpose is to identify standards and a range of possible procedures or guidelines that might be used by institutions interested in the development of plans for: (1) improving their educational services; (2) increasing their cost effectiveness; and (3) achieving national accreditation by contract. Four major topics are addressed: (1) eligibility criteria and standards and procedures for institutions seeking membership through correspondent status or preaccreditation status of Candidate for Accreditation with the Commission on Postsecondary Accreditation; (2)

the scope and purpose of accreditation by contract; (3) standards for development and approval of the accreditation contract, as divided into three annual stages; and (4) guidelines, examples, and suggestions for report procedures. (Author/MSE)

ED 140 691 HE 008 950
Coleman, D. R. Bolte, J. R.

A Theoretical Approach for Internal Allocation of Academic Personnel Resources.

Pub Date 76

Note—19p.; Paper presented at the annual meeting of the Association for Institutional Research (Los Angeles, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—College Faculty, *College Teachers, Higher Education, Intellectual Disciplines, *Measurement Techniques, Models, *Productivity, *Resource Allocations, Statistical Studies, *Teacher Placement
Identifiers—*Florida Technological University

A project was undertaken at Florida Technological University in 1974-75 to establish a procedure for determining discipline productivity factors for the internal allocation of instructional faculty resources. A theoretical model for faculty allocation was developed, independent of discipline, and student credit-hour productivity factors were established by discipline. Finally, the number of faculty members allocated by the theoretical model and the number allocated by the traditional method were contrasted. It appeared that in some areas, inequities had occurred in the past among the various disciplines. However, most differences were minimal, and the changes made on the basis of the new model have not had serious impact on the colleges involved. (Author/MSE)

ED 140 692 HE 008 951
Beatty, George, Jr.

The Design and Application of Information Systems in Higher Education.

Pub Date Jul 76

Note—26p.; Not available in hard copy due to marginal legibility. Paper presented at the International Seminar on Institutional Research (Ist, Campinas, Brazil, July 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Coordination, Foreign Countries, *Higher Education, *Information Needs, *Information Systems, *Institutional Administration, Models, National Programs, *Policy Formation
Identifiers—*Brazil

The development of information systems in higher education in the United States has paralleled the development of large-scale electronic computers. There are a number of conceptual designs for information systems in higher education. There also exist different information requirements for operation of a university, coordination of educational systems, and establishment of national policies; therefore, the design of information systems must accommodate needs at the operational, coordination, and policy levels. Data requirements and systems requirements are to be viewed from these three perspectives. Certain specific developments in the field may be applied to Brazilian higher education systems. (Author/MSE)

ED 140 693 HE 008 952
Davies, J. L.

Institutional Analysis and Planning in Higher Education.

Pub Date [76]

Note—46p.; Paper presented to a seminar on "The Role of Institutional Research in Brazilian Higher Education" conducted by the Ministry of Education and Culture and the Association for Institutional Research. Document not available due to marginal legibility.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Planning, Foreign Countries, *Higher Education, *Institutional Administration, Success Factors, *Systems Analysis, *Systems Approach
Identifiers—*Great Britain, *Open Systems Approach

Explored are some of the current problems in the functioning and planning of higher education institutions, particularly viewed through the experience of British institutions. A framework of

institutional analysis, the open systems approach, is presented as an essential prerequisite to the understanding of the organization. From this framework is derived a series of critical success factors that govern the effectiveness of the institution and its planning function. The nature and characteristics of planning systems and processes deriving from the open systems approach are discussed, with a view to their limitations. The point is made that systems have to be relevant to the capacity and understanding of the participants. The most recent attempts in Britain, though based on open systems concepts, are much removed from the highly rational and mechanized planning, programming, and budgeting (PPB) systems that were popular at one time. A bibliography is included. (Author/MSE)

ED 140 694 HE 008 954

Williams, John E. Strickland, Wayne G.
The Importance of the Graphic Approach to Research in Higher Education.

Pub Date Oct 76

Note—18p.; Paper presented at the Southern Conference for Institutional Research (Atlanta, October 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Attitudes, Charts, Data, Diagrams, *Diffusion, Educational Administration, Graphs, *Higher Education, *Illustrations, *Information Dissemination, Information Utilization, Maps, *Research Utilization
The use of graphics as an effective method of data communication is discussed for various types of research reports in higher education. The need to display information in a concise format and the importance of the stratification of data are stressed. The authors illustrate and discuss some of the types of graphs that can be used to communicate concepts in higher education: for example, organization, process, trends, quantities, area, and location. Also examined are the results of a survey conducted for the purpose of determining the type of data communication preferred by educational administrators. (Author/MSE)

ED 140 695 HE 008 968

Cudnick, Ted M.
Higher Education and Management Information Systems.

Pub Date 77

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Decision Making, Directories, *Educational Administration, Governance, *Higher Education, Information Systems, Institutional Administration, *Management Information Systems, Management Systems, *Models, Operations Research, Systems Approach
Management Information Systems are a successful reality at a vast and increasing number of higher educational institutions. This paper examines the need for and justification of the existence of management information systems and explores the various uses of such systems at all types of higher education related organizations with emphasis on the individual institution. This leads to the compiling of a directory of the various programs, models, and software packages available explicitly for higher education management needs. Each product listed contains its source and various references, so that the reader may either directly contact the source organization or simply read further concerning any of the listed programs. (Author/JMF)

ED 140 696 HE 008 969

A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs.

State Univ. of New York, Albany. Office of the Regents.

Pub Date Dec 76

Note—48p.; Best copy available

Available from—The University of the State of New York, The State Education Dept., Albany, New York 12234

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Choice, Educational Alternatives, *Educational Finance, Enrollment, Financial Support, Grants, *Higher Education, Scholarships, Selection, *State Aid, *State Legislation, *State Programs, Student Costs, *Student Financial Aid, Student Loan Programs, Student Needs
Identifiers—*New York

The New York State program of student financial assistance is broad and comprehensive, comprising an extensive network of low-tuition public colleges, scholarships for outstanding high school graduates, tuition assistance grants for use at public and independent colleges, and guaranteed loans to college students. The present scholarship and tuition assistance grants are based on legislation of 1974 and 1975 that established the New York Higher Education Services Corporation to centralize the administration of the programs of scholarships, grants and loans, and to coordinate such programs with those of other levels of government, particularly the Federal government. The Board of Regents review and evaluate the programs and report to the State legislature. This report details the development and scope of financial assistance programs; the present scholarship and grant programs; determination of the student's award on basis of tuition cost and financial ability; trends in enrollments and awards; trends in costs and average awards; the impact of the tuition assistance program on students' choice of college; how tuition assistance program award recipients finance college costs; and a review of the Higher Education Services Corporation Annual Report for 1975-76. A summary of findings and recommendations for the improvement of such programs and the enlargement of educational opportunity are also included. (JMF)

ED 140 697 HE 008 971

Parker, Garland G.
Collegiate Enrollments in the U.S., 1976-77. Statistics, Interpretation, and Trends in 4-Year and Related Institutions.

American Coll. Testing Program, Iowa City, Iowa.

Report No.—ACT-SR-19

Pub Date 77

Note—104p.

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (Order No. 4-4-19, \$2.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—College Attendance, *Colleges, College Students, Enrollment Projections, Enrollment Rate, *Enrollment Trends, *Graduate Students, Graduate Study, *Higher Education, Instructional Staff, Junior Colleges, Statistical Analysis, Statistical Data, *Statistical Surveys, *Universities, Upper Division Colleges
Identifiers—*American College Testing Program
The American College Testing Program (ACT) reports on a survey of 1,717 institutions in the U.S., Puerto Rico, and related territories. The institutions covered in this study include responding four-year and upper-division colleges, universities, and other baccalaureate degree-granting schools; graduate, professional, and theological schools; and those two-year collegiate-level institutions administered by the institutions in the categories above that have regional association, professional organization, and/or state agency recognition, approval, or accreditation. This is the 57th in the series of reports on collegiate enrollments. It provides statistics on full-time students, both men and women, and full-time teaching staff with some interpretation and trends highlighted. (JMF)

ED 140 698 HE 008 972

Directory of Bargaining Agents and Contracts in Higher Education. April 1, 1977.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.

Pub Date Apr 77

Note—27p.

Available from—The National Center for the Study of Collective Bargaining in Higher Education, Baruch College, CUNY, 17 Lexington Ave., New York, N.Y. 10010

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Collective Bargaining, *Contracts, *Directories, Faculty, *Higher Education, *Negotiation Agreements, *Teacher Associations, Unions

This directory of contracts and bargaining agents in higher educational institutions summarizes the available data as of April 1977. Included in the 343 institutions with bargaining agents are over 500 campuses, or approximately one-sixth of the nation's campuses. The directory lists the bargaining agent for each institution, the year the agent was elected or recognized, two- or four-year institution, and expiration date of the

most recent contract. Two- and four-year institutions that voted against bargaining agents are also listed. (JMF)

ED 140 699 HE 008 978

Moore, William E.
The Process of Acculturation in College Settings. Final Report. BN-BR-3-2083

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—132p.; National Inst. of Education Project No. 3-2083

Available from—Survey Research Center, Institute for Social Research, Univ. of Michigan, Ann Arbor, Mich.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*College Choice, College Majors, Educational Alternatives, Groups, *Higher Education, *Individual Differences, *Institutional Environment, Literature Reviews, Personal Interests, Personality, Research, *Selection, *Student Characteristics, Students

A comprehensive review of the literature regarding the impact of college on students has indicated that the most striking principle in these studies is the tendency of initial differences in characteristics among groups entering diverse settings to increase over time. The purpose of the present study is to investigate this phenomenon of acculturation by analyzing the nature of its occurrence and the distinctive processes that account for its existence at both the group and individual level. The study is an exploratory one designed to test the adequacy of two alternative models of acculturation that change at the two levels. Using several data sets, this study assesses the extent to which acculturation does occur at each level and the nature of the relationship between the different types of acculturation across the two levels. The analyses in this study demonstrate that when acculturation is found, there is no consistent relationship between the pattern of selection and change at the individual level, indicating that neither of the models had any explanatory power for the processes at work in the data sets. (Author)

ED 140 700 HE 008 979

Sikes, Walter Barrett, Laurence
Case Studies on Faculty Development. Council for the Advancement of Small Colleges, Washington, D.C.

Pub Date Nov 76

Note—64p.

Available from—Council for the Advancement of Small Colleges, Suite 320, One Dupont Circle, N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavior Change, *Case Studies, Change Agents, *Change Strategies, College Administration, *Development, Educational Administration, Educational Change, Educational Research, *Faculty, *Faculty Development, *Higher Education, *Individual Development, Professional Education, Professional Services, Program Development

The Council for the Advancement of Small Colleges (CASC) conducted this study of the funding and implementation of a faculty development program starting in 1973. In each of the four case studies, selected from 40 participating colleges, a team of faculty members was created as a mechanism to improve faculty development efforts. A team of three was chosen by the academic dean in conjunction with a faculty advisory group. After a preliminary one-week workshop, which included the deans and presidents, the teams were expanded to nine faculty. Regional workshops were held to help generate creative activity on the campuses. The four colleges for these case studies provide a diversity in geographic setting, religious orientation, clientele, and history of previous involvement with faculty development. A conceptual framework is provided to view the faculty development efforts of these four campuses. The model presents four types of methods for intervening in an organization, and three distinct levels at which these techniques may be brought to bear. The resultant 12 categories help to order the heterogeneous activities on the campuses, and when considered in relation to the basic profile of each college, the categories help to explain why each institution

selected the strategy that it did. Factors hindering the success of the teams and factors conducive to success of faculty development teams are discussed and a list is provided of effective activities sponsored by the teams. (JMF)

ED 140 701 HE 008 984

Saunders, Nancy Franklin, Bill
Departments and Department Chairs: Organizational and Administrative Influences on Undergraduate Teaching. An Annotated Bibliography. On Teaching Undergraduate Sociology. American Sociological Association, Washington, D.C.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date [77]

Note—21p.

Available from—American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Organization, Administrative Personnel, Administrative Principles, *Annotated Bibliographies, College Administration, *Department Directors (School), Departments, *Educational Administration, *Higher Education, Instructional Program Divisions, Intermediate Administrative Units, Literature Reviews, *Teaching, *Undergraduate Study, University Administration

This annotated bibliography was prepared to aid in an exploration of the ways in which the administrative structure of an institution influences the quality of undergraduate teaching. The specific focus is on the academic department/division and the department/division chair as the crucial administrative unit and administrator. The bibliography contains 35 references, from 1958 through 1975, to articles, dissertations, and books that focus on the organization and administration of departments/divisions in colleges and universities. The references include items for all-level institutions including general information, perceptions of the office, role and functions, selection and evaluation, and role conflicts; the academic organization and administration for all-level institutions; and the academic department/division and the department/division chair for two-year institutions. (JMF)

ED 140 702 HE 008 987

Cowley, W. H.

Three Curricular Conflicts.

Pub Date 60

Note—19p.; Speech presented at the President's Institute of the Institute for College and University Administrators of Harvard University (June 1960)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Responsibility, *Administrator Role, *College Administration, Conflict, *Conflict Resolution, *Curriculum Problems, Educational History, General Education, Higher Education, Humanities Instruction, *Leadership, *Presidents, Research, Science Education, Specialization, Teaching, University Administration

At his inauguration people hail every neophyte college president as the institution's new leader and ring the changes of the importance of leadership. Some, however, never become leaders because of a fact not often emphasized: they cannot successfully handle the conflicts that inevitably come to their offices. Among the conflicts that every college president must mediate, those relating to the curriculum stand highest in significance and create more emotion than those in any other area of his concern except, perhaps, those having to do with academic freedom. Three curricular conflicts with which every president must deal, at one time or another, arise from the divergent claims of: (1) general and specialized education; (2) the humanities and the sciences; and (3) teaching and research. Each must be placed in its socio-historical context, even considering the colonial colleges and the changes wrought during the last half of the eighteenth century. (Author/MSE)

ED 140 703 HE 008 988

Fisher, Charles F.

Proposal of a Working Idea for a National Academy for Leadership Development in Postsecondary Education.

American Council on Education, Washington, D.C. Office of Leadership Development in Higher Education.

Pub Date Apr 77

Note—5p.

Available from—Office of Leadership Development in Higher Education, American Council on Education, One Dupont Circle, Suite 800, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, Courses, Facilities, Financial Support, *Institutes (Training Programs), *Leadership Training, *National Programs, Needs Assessment, Organization, Personnel Needs, *Post Secondary Education, *Professional Training, Program Administration, Programs

Proposed here is the concept of an entirely new, cooperative national service for American higher education: a national academy that is both a conference/training/learning center and a professional development program for the leadership of the nation's postsecondary education. Outlined briefly are: the concept, need, purpose, location and facilities, programs, academy offerings, possible cosponsored programs, resident staff requirements, organization and sponsorship, rationale, and funding ideas. (MSE)

ED 140 704 HE 008 989

Enrollment at State Universities and Land-Grant Colleges Fall, 1976.

National Association of State Universities and Land-Grant Colleges, Washington, D. C. Office of Research and Information.

Pub Date 76

Note—21p.

Available from—Office of Research and Information, National Association of State Universities and Land-Grant Colleges, Suite 710, One Dupont Circle, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Freshmen, Comparative Education, Comparative Statistics, Educational Demand, *Enrollment Trends, Females, Graduate Students, Higher Education, *Land Grant Universities, *National Surveys, Part Time Students, *State Colleges, *State Universities, *Statistical Data, Tables (Data), Undergraduate Students, University Extension, Womens Education

Identifiers—Guam, Puerto Rico, Virgin Islands

A national survey of 136 member institutions in the 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands shows fall 1976 enrollment at state and land-grant universities at 3,249,117, or 29 percent of all students enrolled in U.S. higher education. Complete enrollment data, including breakdowns by level of full- and part-time students, enrolled both on campus and in extension programs, are provided. They show that: undergraduate students accounted for 75.4 percent of the enrollment and graduate students, 15.8 percent; there were drops in enrollment at all levels except for first-professional schools when figures for CUNY were included in the comparisons; there were major gains in the enrollment of women; the percentage of students who were part-time increased from 25.1 to 25.9 percent from 1975 to 1976; a supplementary questionnaire showed a decrease of 5.1 percent in the number of extension students; on-campus enrollment for the 98 campuses for which it was possible to compare both extension and on-campus enrollment showed almost exactly the same changes as that reported for total enrollment. (LBH)

ED 140 705 HE 008 990

Conger, Darius

New Directions in Higher Education.

Central Michigan Univ., Mount Pleasant.

Pub Date 76

Note—132p.

Available from—Central Michigan University, Mount Pleasant, Michigan 48858

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Accountability, *Bibliographies, *Change Strategies, *College Graduates, *Curriculum Development, *Delivery Systems, *Educational Demand, Educational Supply, Employment Opportunities, Futures (of Society), Higher Education, Inflation (Economics), Labor Market, Literature Reviews, Nontraditional Students, Relevance (Education), Student Mobility, Vocational Education

Identifiers—*Central Michigan University

In view of the current demand for curriculum development and evaluation, relevance in source offerings, and overall accountability, Central Michigan University studied the literature on curriculum changes and conducted interviews on the topics. The report has two major objectives: to identify the projected needs of society (i.e., the numbers of college and university graduates needed over the next decade and the mix of skills required by them), and to review and evaluate emerging program areas for the decades ahead, including the clientele to be served and the delivery systems required. Specific topics covered include: the demand for higher education; new courses and degree programs; changes in campus life; university finances; vocationalism; 18 to 20 year-old age cohorts; nontraditional students; migration patterns; unemployment among college graduates; salaries; underemployment; on-the-job training; institutionalization and the diffusion of knowledge; inflation; labor market; and indicative planning. A 21-page bibliography is included. (LBH)

ED 140 706 HE 009 000

Arkava, Morton L. Brennen, E. Clifford, Eds.

Competency-Based Education for Social Work: Education and Curriculum Issues.

Council on Social Work Education, New York, N.Y.; Montana Univ., Missoula. Dept. of Social Work.

Pub Date 76

Note—216p.

Available from—Council on Social Work Education, 345 E. 46th St., New York, N.Y. 10017 (\$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum Design, Curriculum Development, *Educational Accountability, Graduate Study, Higher Education, *Performance Based Education, *Professional Education, *Social Work, Summative Evaluation, Undergraduate Study, Universities

Identifiers—*University of Calgary, *University of Montana

This study provides a perspective for social work educators who seek a response to the demands for accountability that have emerged simultaneously from the profession itself and from higher education. Part 1 presents an overview of the forces responsible for the move toward quality control in social work education. Part 2 is a detailed review of the University of Montana Department of Social Work experience in developing a summative evaluation for its graduates. Part 3 consists of four critiques of the University of Montana experience from the perspectives of: (1) establishing a competency-based curriculum nationwide; (2) undergraduate social work education; (3) the practice of social work; and (4) graduate social work education. Part 4 provides a case study of the curriculum at the University of Calgary, an example chosen to illustrate some of the problems and issues that may be expected to result from such curriculum development. (Author/MSE)

ED 140 707 HE 009 008

Riechmann, Sheryl And Others

Collective Bargaining: The Faculty Viewpoint; and What Collective Bargaining Means to University Administrators. IRTHE Volume 6, Number 1.

Cincinnati Univ., Ohio. Inst. for Research and Training in Higher Education.

Pub Date [76]

Note—7p.

Available from—Institute for Research and Training in Higher Education, University of Cincinnati, Cincinnati, Ohio 45221

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, Administrator Role, Book Reviews, *Collective Bargaining, *College Faculty, Faculty Workload, Governance, *Higher Education, Legislation, Literature Reviews, Resource Allocations, Teacher Salaries, Teaching Load, *Unions

Identifiers—Carr (Robert K), Collective Bargaining Comes to the Campus, VanEck (Daniel K)

What causes faculty to vote for collective bargaining? Undoubtedly, there is no single answer. A common factor reported by many institutions is some faculty dissatisfaction with compensation, course loads, governance systems, and job security. Another answer, proposed by Ladd and Lipset, is that the rapid growth of collective bargaining

ing in higher education in the past few years "should be seen as the extension to the level of university governance and faculty life of the powerful trends toward equalization and away from elitism . . . since the mid-sixties." But two more factors are important: the existence of state and federal laws establishing the right of faculty to call for collective negotiation, and the presence of at least one organization on campus to marshal the faculty in support of this action. The decision for a university to embark on collective bargaining is irreversible. It increases the likelihood that extra-university agencies will affect university decisions, and new roles are defined for administrators. There may, however, be several benefits: at least momentary peace among young, vocal, untenured faculty; increased administration credibility; and better decision-making about resource allocation. The factor of administrator unions also raises new questions about the administration's role. A new book, "Collective Bargaining Comes to the Campus" by Robert K. Carr and Daniel K. VanEyk, is reviewed. (Author/MSE)

ED 140 708

HE 009 009

Sanford, Timothy R.

Using an Induced Course Load Matrix.

Pub Date [77]

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Majors, *Computer Programs, Computers, Credit Courses, *Data Sheets, Departments, *Enrollment, Guidelines, Higher Education, Information Sources, Institutional Research, *Item Sampling, Records (Forms), Statistical Analysis, *Student Distribution, *Tables (Data)

Identifiers—*Induced Course Load Matrix, University of North Carolina Chapel Hill

An induced course load matrix (ICLM) can be a valuable tool for examining the educational process at most postsecondary educational institutions, but the complexity and bulk of the ICLM computer printout is a hindrance. Experiences in using an ICLM at the University of North Carolina at Chapel Hill are described. Examples from an ICLM printout are explained, and sample tables of data derived from an ICLM are presented. (Author/LBH)

ED 140 709

HE 009 011

Days, Drew S., III

Can the Enforcement of Civil Rights Laws Protect Minority Gains in Higher Education During a Period of Retrenchment?

Pub Date 7 May 77

Note—22p.; Speech presented before the Black Council on Higher Education (New York, May 7, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affirmative Action, *Black Employment, Black Leadership, Blacks, *Civil Rights Legislation, *Court Litigation, Discriminatory Legislation, *Employment Opportunities, *Equal Opportunities (Jobs), Federal Legislation, *Higher Education, Legal Problems, Minority Groups, Racial Discrimination, Sex Discrimination, Speeches

Identifiers—Black Council on Higher Education, *Civil Rights Act 1964

The civil rights laws are discussed in this speech as they relate to higher education and equal opportunities for minorities. Some of the activity of the Department of Justice in the area of higher education is related along with some of the current legal issues before the courts in the area of higher education. These are discussed in terms of cases such as *Adams v. Richardson*, *Geier v. Blanton*, *Griggs v. Duke Power*, *Washington v. Davis*, *United States v. Hazelwood School District*, and *Frank v. Bowman*. Focus is on problem areas in employment discrimination, remediation, and affirmative action. The role of the Black Council on Higher Education is also considered. (LBH)

ED 140 710

HE 009 012

Hytche, William And Others

Toward Equality of Educational Opportunity and Attainment in Higher Education in Maryland. A Position Paper.

Pub Date 77

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affirmative Action, *Black Colleges, Black Education, *Black Leadership,

Educational Planning, *Equal Education, Governance, Government Role, Graduate Study, *Higher Education, Interinstitutional Cooperation, Professional Education, Racial Discrimination, *Racial Distribution, Racial Integration, Racial Segregation, State Boards of Education, *Statewide Planning, Undergraduate Study

Identifiers—*Maryland

A recommendation is made by the presidents and chancellor of the four historically Black colleges and universities in Maryland that the goal of racial equality requiring the education of larger numbers of Blacks at all levels of higher education in a wide variety of fields—undergraduate, graduate, and professional—be kept at the forefront of the plans of the state. Statistics are cited to support the contention that proportionately more whites than Blacks have attended or completed college. A five-point approach to higher education in Maryland is urged: (1) A statewide plan for educational equality should be developed. (2) Predominately Black institutions should be viewed and treated in their proper role as positive features of the statewide system and as contributors to the racial equality goals of the state and the federal government. (3) Affirmative action programs should be strengthened in the predominately white institutions so they may make a greater contribution to equality at all levels. (4) The statewide plan should not only move vigorously to enhance the Black institutions and desegregate the predominately white institutions, but it should also encourage cooperative relationships among these historically Black and white institutions. (5) The predominately Black institutions are leaders in this endeavor and should be encouraged to help their white counterparts. (LBH)

ED 140 711

HE 009 013

Goeres, Ernest R.

Compensation for Overload and Extra Contractual Services. Collective Bargaining Perspectives Volume 2, Number 5.

West Virginia Univ., Morgantown. Dept. of Educational Psychology.

Pub Date May 77

Note—5p.

Available from—Department of Educational Administration, West Virginia University, Morgantown, West Virginia 26506

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Collective Bargaining, *College Faculty, College Teachers, *Faculty Workload, Higher Education, *Noninstructional Responsibility, *Performance Contracts, Summer Schools, *Teacher Salaries, *Teaching Load

Most faculty collective bargaining agreements now require supplemental compensation for the performance of any duty that is in addition to what is defined as the normal teaching load for college faculty. Virtually all agreements state very clearly what a basic faculty load is, and all other services are thus defined or designated as overload or extra-contractual, whereas many of these duties are considered part of the normal teaching load at non-union institutions. In the agreements, not only are they clearly defined by function, but the rates of pay and faculty selection procedures are also clearly expressed. Also, many agreements now contain guarantees for summer school teaching assignments, which ensure that faculty receive summer salaries (total or part), even though classes may be cancelled because of low enrollments. (Author/MSE)

ED 140 712

HE 009 014

Smith, Harry E.

Renewing Liberal Arts Colleges. Identifying, Planning, Implementing, and Assessing Institutional Renewal. Report of the Project on the Assessment of Institutional Renewal.

Society for Values in Higher Education, New Haven, Conn.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 77

Note—13p.

Available from—Society for Values in Higher Education, 363 Roman Street, New Haven, Connecticut 06511 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accountability, *Change Strategies, Colleges, Educational Demand, Educa-

tional Improvement, *Educational Quality, Essays, *Higher Education, Innovation, Institutional Administration, Institutional Research, *Liberal Arts, *Organizational Development, Private Colleges, Undergraduate Study

Identifiers—*Institutional Renewal

Since 1970, in response to a variety of external and internal pressures, many postsecondary institutions have undertaken projects to improve the quality of undergraduate education by rethinking what is involved in a liberal education and revising the process as well as the content of the education they offer. Innovative programs, instructional improvement centers, curricular changes, and faculty development projects have emerged. This essay summarizes the findings of a team of educators who visited eight liberal arts colleges that have received outside funds for institutional renewal. The authors studied the factors that encourage and inhibit institutional renewal, the strategies that seem most effective in bringing it about, and the evidence that exists when it has occurred, and have recorded observations and conclusions that may have relevance for other institutions and educators seeking to improve the quality of undergraduate education. (Author/LBH)

ED 140 713

HE 009 015

Dussault, Rene Borgeat, Louis

Reform of the Professions in Quebec.

Office des Professions du Quebec, Quebec.

Pub Date [77]

Note—76p.

Available from—Office des professions du Quebec, Quebec, Canada

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Accountability, *Consumer Protection, Delivery Systems, Ethics, Foreign Countries, Guidelines, Higher Education, Law Enforcement, Laws, *Legislation, *Professional Education, *Professional Occupations, *Standards

Identifiers—*Quebec

Changes made by new professional legislation governing the professions and their organization in Quebec are reviewed. Focus is on the protection of the public with respect to the distribution of professional services. This is done by (1) setting qualifying standards for candidates for the professions to guarantee high quality professional services, and (2) establishing appropriate delivery systems for these professional services. Highlights of the legislation include: status of professional corporation; adaptation of the fields of professional practice; self-management of the professional corporations and their social involvement; academic and professional training; professional inspection and discipline; and conditions respecting Canadian citizenship and the use of the French language for admission to professional corporations. Agencies implementing the new professional legislation are identified. (LBH)

ED 140 714

HE 009 016

The Evolution of Professionalism in Quebec.

Office des Professions du Quebec, Quebec.

Pub Date Sep 76

Note—137p.; Some parts may be marginally legible due to small print

Available from—Office des Professions du Quebec, Quebec, Canada

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Accountability, Bibliographies, *Consumer Protection, Federal Regulation, *Foreign Countries, Government Role, Health Occupations, Higher Education, Legislation, Policy Formation, *Professional Education, *Professional Occupations, Professional Personnel, Professional Services, *Standards

Identifiers—*Quebec

Since the adoption of the Professional Code in July 1973, the Quebec government has been taking a more active role in regulating what are termed "professional" activities. Two major factors account for the reform nature of the new legislation: (1) the assertion that the main function of professional corporations is the "protection of the public"; and (2) the supervision of professional corporations by l'Office des Professions du Quebec, an organization created to see that each corporation ensures the protection of the public. This study consists of four chapters covering: (1) the pressures being brought to bear on l'Office to promote the development of the professionalization of occupations in Quebec; (2) the existence of a consensus in North America on

what constitutes a profession; (3) the determination of the characteristics of a professional corporation that are likely to encourage the protection of the public; and (4) a definition of the policy of the Office regarding the development of professionalism in Quebec. (LBH)

ED 140 715 HE 009 017
Constructive Partnership: A University Perspective. The Report from the Special Committee on the Interface Study.

Council of Ontario Universities, Toronto.

Pub Date Mar 77

Note—65p.; Best copy available

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Standards, *Admission Criteria, Advanced Placement, *Articulation (Program), Bibliographies, College Students, Degree Requirements, Evaluation Criteria, Financial Support, *Foreign Countries, Higher Education, High School Students, *Interinstitutional Cooperation, Planning Commissions, Program Development, Student Characteristics, *Student Mobility, *Transfer Policy, Transfer Students

Identifiers—Canada, *Ontario

The transition of students from secondary school to college or university was reviewed by a special committee of the Council of Ontario Universities. Issues considered include: admission standards, subject requirements, advanced placement, program gaps and overlaps, evaluation and testing, transfers between colleges and universities, impact of funding on admissions and standards, diversity in students and programs, and French-speaking students. Recommendations are offered in each of these areas. (LBH)

ED 140 716 HE 009 018
Origin of Kentucky College and University Enrollments, 1976.

Kentucky Council on Public Higher Education, Frankfort.

Pub Date Feb 76

Note—210p.

Available from—Kentucky Council on Public Higher Education, Capital Plaza Office Tower, Frankfort, Kentucky 40601

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Annual Reports, College Freshmen, *Enrollment, Geographic Location, *Higher Education, Post Secondary Education, Private Colleges, Residence Requirements, *Resident Students, School Demography, *State Colleges, *State Universities, *Statistical Data, Tables (Data)

Identifiers—*Kentucky

The origin of students enrolled in Kentucky colleges and universities is tabulated in this tenth annual report. The Kentucky state-supported and independent (private) institutions of higher education enrolled 124,996 students during the fall semester of 1976. Of this number, 83.8 percent were residents of Kentucky. This figure is in accordance with the policy adopted in 1969 by the Council on Public Higher Education to limit the out-of-state student enrollment in the state system of colleges and universities to 15 percent of the undergraduate enrollment. This report includes maps and tables showing origin of enrollment, first-time freshman enrollment, enrollment by county and state, and total enrollment as a percent of the population. (LBH)

ED 140 717 HE 009 019
The California State University and Colleges Health Manpower Education Project. Final Report.

California State Univ. and Colleges, Los Angeles. Office of the Chancellor.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date Jan 77

Contract—AH-1-44109

Note—199p.

Available from—Office of the Chancellor, The California State University and Colleges, 400 Golden Shore, Long Beach, California 90802

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Committees, Educational Finance, Educational Needs, *Health Occupations Education, Higher Education, *Program Development, *Program Planning, *State Action,

*State Boards of Education, State Legislation, *Statewide Planning
 Identifiers—*California

This report is essentially a summary of many studies and papers prepared during the course of a two-year project. The goal of the project was to develop a planning methodology for meeting educational program needs in allied health professions to be used in the California state higher education system. For the purpose of this project, nursing is excluded from the allied health professions. The function and problems of allied health education in the California system are discussed, as are finances, implementation, and the conclusions and major recommendations resulting from the study. Appendixes include a list of papers prepared as part of the study, the membership lists for major project committees, a list of occupational families and job specialties studied, the model affiliate agreement, the text of the state legislation authorizing the project, and a bibliography. (Author/MSE)

ED 140 718 HE 009 020
Graybeal, William S.
Summary of Salaries Paid in Higher Education, 1975-76. NEA Research Memo 1977-1.

National Education Association, Washington, D.C. Research Div.

Pub Date Jan 77

Note—6p.

Available from—Research Division, National Education Association, 1201 Sixteenth St. N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Rank (Professional), *College Faculty, Enrollment, *Geographic Distribution, Higher Education, Private Colleges, *Salaries, *Salary Differentials, State Colleges, State Universities, Statistical Analysis, Tables (Data), *Teacher Salaries, Trend Analysis

In October 1975 all institutions listed in the "Higher Education Directory" were surveyed for frequency distributions of their faculty salaries by rank. The results are summarized in tables. Salaries are given in quartiles according to faculty rank, institution type and size, and geographic region. Some observations and trend analyses are made. (MSE)

ED 140 719 HE 009 021
Newton, Robert D.
PPBS in Higher Education: The Impossible Dream?

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Oct 76

Note—21p.

Available from—Center for the Study of Higher Education, The Pennsylvania State University, University Park, Pennsylvania

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, *Budgeting, *Cost Effectiveness, Educational Economics, Educational Planning, *Failure Factors, *Higher Education, Program Evaluation, *Resource Allocations, *Summative Evaluation, Systems Analysis

Identifiers—*Planning Programming Budgeting System

Planning-programming-budgeting systems (PPBS) have been looked on by public-sector organizations as a mechanism to improve the decision process in resource allocation. PPBS requires (1) selecting the overall long-range objectives of the organization and the systematic analysis of various courses of action leading to their attainment; (2) deciding on the specific courses of action to be pursued; and (3) translating planning and programming decisions into explicit financial requirements for resources. The use of a program budget and the application of cost-benefit analysis is necessary for the implementation of PPBS. The origins of the process are reviewed along with a detailed analysis of its problems and the reasons for its failure in the field of higher education. (LBH)

ED 140 720 HE 009 023
Higher Education Technical Amendments. House of Representatives Report No. 95-269.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 6 May 77

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adult Students, *College Students, *Community Services, Continuing Education Centers, *Continuous Learning, *Educational Legislation, Federal Aid, Federal Legislation, Financial Support, Higher Education, Physical Facilities, Private Financial Support, School Construction, State Federal Aid, *Student Loan Programs, Teacher Education

Identifiers—Basic Educational Opportunity Grants, Education Amendments 1976, Student Loan Marketing Association, Teacher Corps

H. R. 6774 as reported by the Committee on Education and Labor contains technical and miscellaneous amendments to higher education provisions contained in the Education Amendments of 1976 (Public Law 94-482). The Educational Amendments of 1976 became law on October 12, 1976. Areas covered by this legislation include: community service and continuing education programs; lifelong learning; Basic Educational Opportunity Grants; grants to states for state student incentives; federal, state, and private programs of low-interest insured loans to students in institutions of higher education; eligibility of student borrowers; loan insurance supplemental guaranty agreement; default of student under federal loan insurance program; institutional lenders; special allowances; Student Loan Marketing Association; direct loans to student in institutions of higher education; general provisions relating to student assistance programs; Teacher Corps and teacher training programs; and construction, reconstruction and renovation of academic facilities. (LBH)

ED 140 721 HE 009 024
Gilford, Dorothy M. Syverson, Peter D.
Doctorate Recipients from United States Universities. Summary Report 1976.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Mar 77

Contract—NSF-C310

Note—32p.; Best copy available

Available from—National Academy of Sciences, National Research Council, Commission on Human Resources, Washington, D.C.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Choice, College Deans, *College Majors, Comparative Statistics, *Doctoral Degrees, Employment Opportunities, *Females, Graduate Study, Higher Education, *National Surveys, Sex Differences, *Statistical Studies, Statistics, Tables (Data)

Data gathered from the Survey of Earned Doctorates during fiscal year 1976 are summarized. The Survey is conducted annually by the Board on Human Resources Data and Analysis (BHR-DA) of the Commission on Human Resources (CHR) of the National Research Council. Questionnaire forms, distributed with the cooperation of the graduate deans, are filled out by the graduates as they complete all requirements for their doctoral degrees. The total number of doctorate recipients in 1976 was 32,923, essentially the same of 1974 and 1975. Highlights of the findings include: the proportion of doctorates granted to women; trend data on U.S. doctorates by major field and sex; trends in the postgraduation plans of the doctorate recipients; and current data on the extent of field switching between field of baccalaureate and field of Ph. D. and between field of Ph. D. and field of employment. (LBH)

ED 140 722 HE 009 026
Guidelines for Transfer. Recommendations of the Joint Committee on College Transfer Students.

North Carolina Univ., Chapel Hill.

Spons Agency—North Carolina Association of Colleges and Universities, Raleigh.

Pub Date Feb 77

Note—72p.

Available from—University of North Carolina, General Administration, P.O. Box 2688, 910 Raleigh Road, Chapel Hill, North Carolina 27514

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Admission Criteria, *Articulation (Program), College Credits, General Education, *Guidelines, Higher Education, *Interinstitutional Cooperation, Liberal Arts, Professional Education, *Student Mobility, *Transfer Policy, Transfer Students

Identifiers—*North Carolina

The collective and continuing effort of representatives of colleges and universities in North Carolina to preserve institutional autonomy in determining admissions and academic policies, while eliminating unnecessary penalties to transfer students, is reflected in this report. The articulation guidelines were first developed in 1967, and revised and expanded in 1973 and 1976, each time under the aegis of the Joint Committee on College Transfer Students. Guidelines that would result in better articulation are presented in the following areas: admissions; transferability of credit; transcript; general education; liberal arts and basic sciences (English composition, mathematics, humanities, natural sciences, and social and behavioral sciences); and paraprofessional and professional education (allied health, business administration and education, criminal justice, health, physical education, and recreation, nursing, teacher education, and technical education). (LBH)

ED 140 723 HE 009 027

Present Situation of Graduate Studies, Brazil - 75. Ministry of Education and Culture, Brasilia (Brazil).

Pub Date 75

Note—86p.

Available from—Department of University Affairs, Ministry of Education and Culture, Brasilia, Brazil

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—College Faculty, College Students, *Educational Demand, *Educational Supply, *Foreign Countries, Graduate Students, *Graduate Study, *Higher Education, National Surveys, *Statistical Data, Tables (Data)

Identifiers—*Brazil

Graduate programs in Brazil in July 1975 were surveyed to obtain information about supply/demand and productivity. The tabular and graphic data cover institutions of higher education; number of courses, teaching staff, and student body. A minimum of narrative information is included. (LBH)

ED 140 724 HE 009 028

Provisions for Inservice Education of Higher Education Faculty, 1972-73. NEA Research Memo 1976-4.

National Education Association, Washington, D.C. Research Div.

Report No.—NEA-RM-1976-4

Pub Date Nov 76

Note—5p.

Available from—Research Division, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Faculty, Community Colleges, Comparative Statistics, *Financial Support, Fringe Benefits, Higher Education, *Improvement Programs, *Inservice Programs, Instructional Improvement, Junior Colleges, National Surveys, Private Colleges, Sabbatical Leaves, State Colleges, State Universities, Tables (Data), *Teacher Improvement, *Workshops

The majority of higher education institutions accept responsibility to provide incentives and activities conducive to inservice education and professional growth of their faculty. In 1972-73 data were gathered from all higher education institutions to obtain information about specific ways institutions provide activities, opportunities, and/or financial assistance direction to inservice education for faculty. Tables are presented showing various provisions, including: payment of expenses of faculty to attend professional meetings; sabbatical leave; leave without pay for professional growth; and workshops and special meetings. (LBH)

ED 140 725 HE 009 029

Graen, George

Role-Making Processes and University Administration. Final Report.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-3-0173

Pub Date 76

Grant—NE-G-00-3-0091

Note—81p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrator Role, *Group Dynamics, Higher Education, *Interaction Process Analysis, *Leadership, Managerial Occupations, *Models, *Organizational Climate,

Organizations (Groups), *Role Perception, Task Performance

A role-making model of the leadership process is tested and refined within a major university setting. The model assumes that administrative leaders attempt to reduce their costs and increase their benefits by differentiating among unit members in the accomplishments of unit tasks. As a consequence of this differentiation throughout departments, the organization as a whole is transfused with new sets of overlapping, dyadic interdependencies. Over a 10-month period, the vertical exchanges between managers and their leaders and between leaders and their administrative superordinates were monitored employing an "open-systems" research strategy. The units of analysis being leader-member dyads, information was collected from both parties to each dyad employing intensive and extensive patterned interview procedures. Results suggest that exchange dependencies routinely develop within managerial units and that these dependencies influence the behavior, attitudes, and perceptions of both parties to dyads as specified by the role-making model. (Author/LBH)

ED 140 726 HE 009 030

Keyfitz, Nathan, Comp.

Organizational Processes in Education: Careers and Organizational Demography in Education.

Pub Date 26 Apr 75

Note—34p.; Preliminary minutes of a conference supported by the National Institute of Education (Cambridge, Massachusetts, April 24-26, 1975). Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Ladders, *College Faculty, *Conference Reports, Decision Making, *Demography, Females, Higher Education, Job Tenure, Minority Groups, Models, *Organizational Climate, *Organizational Development, Professional Recognition, Vertical Organization

Demographic causes of organizational change are described, based on conference discussions on organizational processes in education. Consideration is given to the supply and demand of faculty members and their respective graduate students, the impact of this supply and demand on the tenure system, and implications of a slower growth on women and minorities who are just beginning to qualify to move into the system. The relationship of individual careers to organizational life and progress is addressed. Statistical models are discussed that can be applied to organizational change in education, and their significance to decision-making is assessed. (LBH)

ED 140 727 HE 009 031

Smith, Pat Henderson, Cathy

Federal Student Aid: Who Receives It and How Is It Packaged?

American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date 23 May 77

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Freshmen, Family Income, *Federal Aid, Financial Support, *Grants, Higher Education, *Middle Class College Students, Private Colleges, State Colleges, State Universities, *Student Costs, *Student Financial Aid, *Student Loan Programs, Student Needs

Identifiers—*Basic Educational Opportunity Grants, College Work Study, National Direct Student Loan Program, Supplemental Educational Opportunity Grants

Questions have been raised concerning the function served by each of the federal need-based student aid programs and the relationship between them: Basic Educational Opportunity Grant (BEOG), Supplemental Educational Opportunity Grant (SEOG), College Work-Study (CWS), and National Direct Student Loan (NDSL). Analysis of the student aid packages was conducted using the CIRP data for 1974, 1975, and 1976. One change noted over the years is an increased use of campus-based monies for middle-income students. The most distinctive characteristic of the data on student aid "packages" is that the major proportion of aided students do not receive a "package": 64 percent of the aided freshmen received only one form of the programs under consideration. This proportion is even higher (68 percent) when the scope

is limited to freshmen in public institutions. The program dominating the student aid data is the BEOG program, and there are significant differences in award patterns between public and private institutions. The distribution of the four student aid programs are generally consistent with the legislative authorities under which they are funded, but the question arises regarding how the large proportion of students who receive only a BEOG are financing their education, particularly those students enrolled in high-priced institutions. (LBH)

ED 140 728 HE 009 032

Harrist, Ronald B. And Others

Self-Paced Instruction in Biometry at the University of Texas School of Public Health.

Pub Date 77

Contract—IAC(74-75)-913

Note—17p.; Some pages may not reproduce well due to small print of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Biology, Comparative Analysis, *Course Descriptions, Health Occupations Education, Higher Education, *Independent Study, *Individualized Instruction, Instructional Innovation, Lecture, *Public Health, Statistics, *Student Motivation, *Teaching Methods

Identifiers—Biometrics, *Keller Plan, University of Texas Houston

Among students of public health, there is a wide variation of aptitude, preparation, and motivation for the study of biometry. Self-paced instruction offers a way to deal with problems arising from such diversity. The Proctorial System of Instruction (PSI) as described by Keller was used to present two elementary biometry courses. Although there were some difficulties in preparation and administration of the courses, students and instructors agreed that the method is an acceptable alternative to the more usual lecture method. The diversity of student backgrounds is noted and a PSI flow chart is included. (Author/LBH)

ED 140 729 HE 009 033

National Plan for Graduate Studies.

Ministry of Education and Culture, Brasilia (Brazil).

Pub Date 76

Note—51p.; Tables may be of marginal legibility due to small type

Available from—National Council for Graduate Studies, Ministry of Education and Culture, Brasilia, Brazil

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Standards, Admission Criteria, College Faculty, College Students, Educational Demand, Educational Economics, Educational Improvement, Educational Objectives, *Educational Planning, Educational Supply, Enrollment, Financial Support, *Foreign Countries, *Graduate Study, *Higher Education, *National Programs

Identifiers—*Brazil, South America

The Brazilian National Plan for Graduate Studies aims at achieving a combination of training activities at the graduate level to be developed at the various institutions of higher education and research. The current situation is reviewed in terms of stabilization, performance, and development problems. Objectives and general directives include: (1) institutionalization of the graduate studies system, such as guidelines for institutional consolidation and for financial stability; (2) raising the standards of performance, such as admission requirements, scholarship grants, faculty selection and workload, faculty upgrading, exchange programs, university administration, allocation of resources, consultant services, information systems, and planning for growth. Further consideration is given to programs and goals for expansion, including alternatives and financial resources. (LBH)

ED 140 730 HE 009 034

New Perspectives for the System of Higher Education.

Ministry of Education and Culture, Brasilia (Brazil).

Pub Date 76

Note—44p.; Some parts may be marginally legible due to small print of the original document

Available from—Department of University Affairs, CAPES, Ministry of Education and Culture, Brasilia, Brazil

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Standards, Admission Criteria, *Educational Planning, Faculty Workload, *Foreign Countries, Government Role, *Government School Relationship, *Graduate Study, Guidelines, *Higher Education, Program Descriptions, Scholarships, Student Financial Aid, Teacher Education, *Teacher Improvement, Universities

Identifiers—*Brazil

In the present stage of development of the Brazilian university system, graduate studies are assuming a role of increasing strategic importance with repercussions of a multiple dimension in the national growth process. This report presents a general view of the First National Plan of Graduate Studies (PNPG), of the Institutional Program for Training Teachers (PICD), of the National Program for Training of Teachers from Institutions of Higher Education (PROCAPIES), and of other forms of action performed in conjunction with other governmental agencies. Basic directives are reviewed along with guidelines and proposed measures. (LBH)

ED 140 731 HE 009 036

Prather, James E. Kodras, Janet E.

A Multivariate Analysis of Student Grades in 138 Graduate Courses. Report Number 77-9.

Georgia State Univ., Atlanta. Office of Institutional Planning.

Pub Date Jan 77

Note—332p.; For related documents, see ED 129 166, ED 129 172, and ED 132 898.; Best copy available

Available from—Office of Institutional Planning, Georgia State University, University Plaza, Atlanta, Georgia 30303

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Academic Achievement, College Majors, *Courses, *Grade Point Average, *Grades (Scholastic), *Grading, *Graduate Study, Higher Education, Institutional Research, Multiple Regression Analysis, Research Projects, Statistical Analysis, Student Characteristics, Tables (Data), Trend Analysis, *Units of Study

Identifiers—*Georgia State University

The purpose of the investigation was to examine the longitudinal trends in graduate course grades, controlling for selected academic and personal characteristics of students. Stepwise multiple regression was used to analyze 138 separate courses. The study population consisted of 7,002 graduate students who had attempted 25 or more quarter hours as of the fall quarter 1975. While over 80 percent of the grades are A's and B's, certain types of courses tended to record higher grades than others; lower grading practices were found in courses concerned with objective subject matter. Major field of study was not a consistent indicator of student performance as measured by final course grades; this is contrary to the relationship between these factors found in undergraduate grading. Most personal and academic characteristics were also not important variables, the major exception being grade-point average (GPA). No noticeable trend toward raising or lowering of grades was found. The reason that GPAs are rising while course grades have not shown the same increase may be that graduate students are exercising greater freedom in choosing degree programs, majors, and courses that are close to their interests, and they often do better in these courses. (Author/MSE)

ED 140 732 HE 009 037

Angell, George W. And Others

Handbook of Faculty Bargaining. Asserting Administrative Leadership for Institutional Progress by Preparing for Bargaining, Negotiating and Administering Contracts, and Improving the Bargaining Process.

Pub Date 77

Note—633p.

Available from—Jossey-Bass Publishers, 615 Montgomery St., San Francisco, Calif. 94111 (\$19.50)

Document Not Available from EDRS.

Descriptors—*Collective Bargaining, *College Faculty, Contracts, Elections, Guides, *Higher Education, Institutional Role, *Negotiation Agreements, *Unions

A handbook on higher education's actual experience with unionization to date provides detailed information and recommendations on all aspects of bargaining, from getting into the right mental framework for bargaining, through union

elections and contract language, to administration of the agreement. It is explained how administrators can maintain the quality and individuality of their campuses despite unionization and that bargaining, if properly understood, can serve the goals of union, management, and institution alike. (MSE)

ED 140 733 HE 009 038

Goodall, Leonard E., Ed.

State Politics and Higher Education. A Book of Readings.

Pub Date 76

Note—327p.

Available from—LMG. Associates, P.O. Box 1367, Dearborn, Michigan 48121 (\$5.75)

Document Not Available from EDRS.

Descriptors—Anthologies, Bibliographies, Budgeting, Budgets, Constitutional Law, Educational Coordination, Educational Planning, *Government Role, *Government School Relationship, *Higher Education, Leadership, *Political Influences, *State Agencies, State Boards of Education, *State Government, State Officials

Papers are included on the topics of: state constitutions and higher education (Samuel K. Gove and Susan Welch); executive leadership and the universities (John W. Lederle, Patrick J. Lucey, Allen Rosenbaum, John W. Wood, Malcolm Moos and Francis E. Rourke); legislative control of higher education (Heinz Eulau and Harold Quinley, David D. Henry, Leonard Goodall, James B. Holderman, James D. Nowlan, John W. Hicks, A. Alan Post); universities, budgets, and dollars (the Carnegie Commission on Higher Education), the American Association of State Colleges and Universities, the Commission to Study Non-Public Higher Education in Illinois); the politics of university planning and coordination (Robert O. Berdahl, Lyman A. Glenny, M. M. Chambers, Leonard Goodall, T. R. McConnell, Howard Zinn, Irving Kristol); and a bibliography on research on higher education administration (Samuel K. Gove and Carol Everly Floyd). (MSE)

ED 140 734 HE 009 039

Miller, Howard

The Revolutionary College. American Presbyterian Higher Education 1707-1837.

Pub Date 76

Note—395p.

Available from—New York University Press, Washington Square, New York, N.Y. 10003 (\$20.00)

Document Not Available from EDRS.

Descriptors—*Church Related Colleges, *Church Role, Colonial History (United States), *Educational History, *Higher Education, Religious Factors, Revolutionary War (United States), Social Change, Social Influences, *United States History

Identifiers—*Presbyterian Church

Patterns of thought of social organization provided the focus of a study of the development of American Presbyterian institutions of higher education and of the denomination that established and supported them between the first and second Great Awakenings. The first part of the study describes the original Presbyterian settlements in the early eighteenth century, examines the Great Awakening in depth, and looks at the reunion that healed the colonial schism. The second part covers the Revolutionary War years between 1775 and 1795, especially the Presbyterians' response to the war for independence and its republican ideology. The third part examines the Presbyterian disillusionment with the Revolution and with the denomination's reaction to the altered religious landscape of the young republic. (Editor/MSE)

ED 140 735 HE 009 041

Hills, P. J.

The Self-Teaching Process in Higher Education.

Pub Date 76

Note—143p.

Available from—Halstead Press, John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 (\$12.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Communication, *Audiovisual Programs, Bibliographies, College Students, Comparative Analysis, Conventional Instruction, Cost Effectiveness, *Educational Alternatives, *Foreign Countries, Higher Education, *Independent Study, *Individual-

ized Instruction, Instructional Innovation, Learning, Science Courses, *Teaching Methods Identifiers—Concordia University (Canada), University of Surrey (England)

The traditional methods of university education and some alternative approaches are considered in light of the course needs of both students and teacher. The self-teaching system is examined in the overall context of the learning process. This is followed by three case studies of the development and use of self-teaching systems, one for chemical bonding, one for electrical circuits, and a third for audiovisual communication. The book is based on the experience of developing and using self-teaching courses at the University of Surrey, England, and Concordia University, Montreal over a period of five years. Appended is an analysis of cost and time for the self-teaching system. A bibliography of over 130 items is also included. (LBH)

ED 140 736 HE 009 042

Budig, Gene A., Ed.

Dollars and Sense: Budgeting for Today's Campus.

Pub Date 72

Note—114p.

Available from—College and University Business Press, McGraw-Hill Publications Company, 230 West Monroe Street, Chicago, Illinois 60606 (\$5.95)

Document Not Available from EDRS.

Descriptors—Accountability, *Administrator Responsibility, *Budgeting, Budgets, *Educational Finance, Educational Planning, *Governance, Government Role, *Government School Relationship, *Higher Education, Marketing, Post Secondary Education As a Field of Study, Public Officials, Public Opinion, State Aid, *State Government, University Administration

Budgeting is examined in view of the increasingly complex relationship between colleges and universities and state governments. It is noted that there needs to be dramatic revisions to improve the responsiveness of state government to the needs of society, and institutions of higher learning have a stake in the outcome of this so-called governmental transformation. The contributors to this book analyze in separate chapters the following: (1) ways in which college and university administrators set out to build a budget (Gene A. Budig); (2) ways in which higher education budgets are packaged and sold to the general public (John W. Hicks); (3) factors that are used by governors in the review of higher education budgets (T. N. Hurd and Donald Axelrod); and (4) factors involved when state legislators scrutinize the budgetary submissions (A. Alan Post). These essays should be helpful references for governors and state legislators, their respective budgetary staffs, college and university administrators, and graduate students of state governments and higher education. (Author/LBH)

ED 140 737 HE 009 043

Shaw, B. N.

Academic Tenure in American Higher Education.

Pub Date 71

Note—116p.

Available from—Adams Press, 30 W. Washington St., Chicago, Illinois 60602 (\$2.45)

Document Not Available from EDRS.

Descriptors—Administrative Policy, *College Faculty, Job Layoff, *Land Grant Universities, National Surveys, *Personnel Policy, Probationary Period, State Colleges, *State Universities, *Teacher Dismissal, *Tenure

A study was conducted in 1969-1970 to determine the policies for the acquisition and termination of academic tenure and the procedures used to implement these policies in state universities and land-grant colleges. Eighty institutions were studied, and the investigation was based on the official publications or statements obtained from them. It is concluded from the results of the study that: (1) policies and procedures vary in degrees of completeness, clarity, and perfection; (2) tenure plans of the institutions are as diverse as American higher education itself; (3) a comparison of the present results with those of previous studies shows improvement in policies and procedures; (4) the rank at which faculty members are eligible for tenure has not changed significantly since earlier studies; (5) probationary periods have not changed significantly since earlier

er studies; (6) the higher the academic rank, the larger the percentage of tenured faculty; (7) the 30 percent of responses indicating that data are not available shows a serious deficiency in recordkeeping of tenure termination proceedings and faculty dismissals; (8) tenure termination cases are not frequent in these institutions; and (9) the tenure termination rate during the study was higher in some institutions than in others. (MSF)

ED 140 738

HE 009 044

King, Ronald
School and College. Studies in Post-Sixteen Education.

Pub Date 76

Note—222p.

Available from—Routledge & Kegan Paul Ltd., 9 Park St., Boston, Mass. 02108 (\$13.50)

Document Not Available from EDRS.

Descriptors—*Educational Needs, *Enrollment Trends, *Foreign Countries, *High Schools, *Post Secondary Education, Private Schools, Public Schools, Senior High Schools, *Social Change, Vocational High Schools
Identifiers—*Great Britain

There are more young people over sixteen receiving full-time education in Britain than ever before, entirely due to birth rates. The expansion of education for the 16 to 19 age group has been accompanied by an increase in the number of kinds of institutions catering to their educational needs. In the early 1960's, most of these students were in elite public schools and private schools. Ten years later, less than half the seventeen year olds in full-time education attended such schools, and the rest went to vocational and technical schools, colleges of further education, and comprehensive (junior and senior high) schools of several kinds. The emergence of the different forms of school, and arguments for and against them, are examined using research results. Particular attention is given to the opinions of students and teachers. (MSE)

ED 140 739

HE 009 045

Laudicina, Robert A., Ed. Tramutola, Joseph L., Ed.

A Legal Overview of the New Student as Educational Consumer, Citizen, and Bargainer.

Pub Date 76

Note—313p.

Available from—Charles C. Thomas, Publisher, Bannerstone House, 301-327 East Lawrence Ave., Springfield, Illinois 62717 (\$17.50)

Document Not Available from EDRS.

Descriptors—Age, Anthologies, College Admission, Colleges, *College Students, Confidentiality, Confidential Records, Contracts, *Court Litigation, Enrollment Trends, Fees, Institutional Role, *Legal Problems, *Legal Responsibility, Performance Contracts, *School Responsibility, Student Financial Aid, Student Organizations, Student Personnel Services, Student Unions, Universities

The authors in this series of essays have designed a modern approach to the difficulties confronting educational administrators who need to know the how and why of today's legal requirements for college students as well as the need for preventing legal pollution of administrative decisionmaking. Included are specific cases and interpretive commentary that reinforce and illustrate the educational and legal models developed by the authors. Essays and court cases cover: a legal time frame for the educational administrator; admissions, a changing marketplace (including the case of *DeFunis v. Odegar*); financial aid and the age of majority (including the residency case of *Vlandis v. Capatano*); confidentiality and the college student (*Morris v. Smiley*, *Griswold v. the State of Connecticut*, the *People v. Lanthier*, and *Piazzola v. Watkins*); student service contracts; advising grading, and curriculum (*Balogun v. Cornell University*, *Healy v. Larsson*); student organizations, fees, and unionization (*Luce v. University of Vermont*); and the trend toward contractualization. Contributing authors are: Joseph Bevilacqua, Neil S. Bucklew, Irving Buchen, Jonathan Flagg Buchter, Alan C. Coe, John Coleman, James Giles, Tom Heaton, David Hill, Robert A. Laudicina, Eleanor Laudicina, Richard D. Rowray, Charles Selden, Alexander G. Sidar, Jr., Joan S. Stark, Richard L. Tombaugh, and Sandra L. Willett. (MSE)

ED 140 740

HE 009 046

Kleinpell, E. H.

In the Shadow: Reflections of a State College President.

Pub Date 75

Note—208p.

Available from—University of Wisconsin - River Falls Press, River Falls, Wisconsin 54022

Document Not Available from EDRS.

Descriptors—Activism, *Administrator Role, College Faculty, *College Role, College Students, Educational Finance, Governance, Governing Boards, *Higher Education, *Institutional Autonomy, *Presidents, State Colleges, State Universities, Student Rights, *Teacher Administrator Relationship, *University Administration

Many of the difficulties encountered by colleges and universities in the effort to develop independence, quality, and uniqueness are examined by a veteran college president. Focus is on the evolution of an old normal school into a teachers college and then into the state college and university system. This collection of essays deals with the roles and responsibilities of college presidents, state college upward mobility, funding, students, faculty relationships, regents, living in the shadow of a great university, student rights, institutional autonomy, and the pressures and realities of administration. (LBH)

ED 140 741

HE 009 047

Shark, Alan R. And Others

Final Report of the Research Project on: Students and Collective Bargaining.

National Student Educational Fund, Washington, D.C.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 76

Note—233p.

Available from—National Student Educational Fund, Suite 305, 2000 P Street N.W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—Bibliographies, Case Studies, Clearinghouses, *Collective Bargaining, College Students, *Contracts, Grievance Procedures, Higher Education, Information Centers, *Legislation, Models, *Student College Relationship, *Student Participation, Teacher Militancy, Trustees, *Unions

Identifiers—City University of New York, Eastern Montana College, Fitchburg State College, Massachusetts, Montana, University of Bridgeport, University of Cincinnati

The University Student Senate of the City University of New York proposed in 1974 to examine student participation in collective bargaining and the impact of student participation on educational quality. This report indicates where students have participated in collective bargaining; in what capacity they have participated; what the results have been; the reactions of faculty, administrators, trustees, and others involved in the collective bargaining processes that have included students; methods or models for student involvement in collective bargaining; contracts that mention students; and kinds of legislation proposed or passed that permit student involvement. Cases are described for Fitchburg State College, the University of Bridgeport, the University of Cincinnati, City University of New York, and the Montana University system. The project also developed a clearinghouse for information related to students and collective bargaining—the only student information center of its kind in the nation. Appended are student responses tabulated by state, the Eastern Montana College contract, and proposed Massachusetts legislation. (LBH)

ED 140 742

HE 009 048

Moodie, Graeme C. Eustace, Rowland.

Power and Authority in British Universities.

Pub Date 74

Note—254p.

Available from—McGill-Queen's University Press, 1020 Pine Avenue West, Montreal, Quebec, Canada H3A 1A2 (\$10.50)

Document Not Available from EDRS.

Descriptors—Administrative Organization, *Decision Making, *Foreign Countries, *Governance, Higher Education, *Organization, Policy Formation, *Power Structure, *Universities

Identifiers—*Great Britain

An extensive project involving formal and informal interviews and examination of university documents revealed that the governance of British universities does not coincide with any single stereotype. Decisions are made within institutions in ways that are subtle and complex, and that maintain both academic freedom and a significant degree of responsiveness to others. The findings of the study are expressed in political terms: power, authority, influence, regulation, and decisionmaking. (MSE)

ED 140 743

HE 009 049

Higher Education for Public Health.

Milbank Memorial Fund, New York, N. Y.

Pub Date 76

Note—238p.; A report of the Milbank Memorial Fund Commission

Available from—PRODIST, 156 Fifth Avenue, New York, N.Y. 10010 (\$7.95 paper, \$12.00 clothbound)

Document Not Available from EDRS.

Descriptors—Educational Programs, *Educational Quality, *Health Occupations Education, Health Personnel, *Higher Education, Manpower Development, Personnel Needs, *Professional Education, *Public Health

The United States will be able to grapple with health and economic issues more clearly and directly if it can benefit from the highest quality professional efforts to uncover, assemble, and synthesize relevant information and to develop the best measures to deal with the problems. Thus a high level of professional performance in public health is a pressing social necessity. It is crucial that educational programs for this purpose be of the highest possible quality. It is hoped that this report will render two services: (1) help those who are concerned with the conduct and support of higher education to clarify the mission they might wish to fulfill in public health, and (2) help the leaders of public health agencies compare the different types of educational programs to see which best serve their employment needs. (Editor/MSE)

ED 140 744

HE 009 050

Thompson, Kenneth W., Ed. And Others

Higher Education and Social Change. Promising Experiments in Developing Countries. Volume 2: Case Studies.

International Council for Educational Development, New York, N.Y.

Pub Date 77

Note—589p.; For related document, see HE 009 051

Available from—ICED, 680 Fifth Avenue, New York, N.Y. 10019 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Developing Nations, Educational Development, *Foreign Countries, *Higher Education, Needs Assessment, *Social Change, *Universities

Identifiers—Africa, Asia, Latin America

Presented are the results of a study made by developing country educators for twelve national and international agencies, directed and coordinated by the International Council for Educational Development. Volume 2 contains the reports of 25 case studies of higher education institutions and systems in Africa, Asia, and Latin America: University of Botswana, Lesotho, and Swaziland; University of Yaounde, Cameroon; Addis Ababa University, Ethiopia; University of Science and Technology, Kumasi, Ghana; a developing university in Mali; University of Mauritius; Ahmadu Bello University, Nigeria; University of Khartoum, Sudan; the higher education system as a whole in Sudan; University of Dar Es Salaam, Tanzania; Ahmednagar College, India; Gadjah Mada University, Indonesia; University of Malaya, Malaysia; manpower training programs in the Philippines; Ngee Ann Technical College, Singapore; Kasetsart, Mahidol, and Thammasat Universities, Thailand; Federal University of Bahia, Brazil; University of Antioquia, Colombia; University of Valle, Colombia; the Colombian structure of higher education; Monterrey Institute of Technology and Advanced Studies, Mexico; and National Agrarian University, Peru. In addition, seven special reports on educational development are presented.

ED 140 745

HE 009 051

Thompson, Kenneth W. Fogel, Barbara R.

Higher Education and Social Change. Promising Experiments in Developing Countries. Volume 1: Reports.

International Council for Educational Development, New York, N.Y.
Pub Date 76

Note—239p.; For related document, see HE 009 050

Available from—International Council for Educational Development, 680 Fifth Avenue, New York, N.Y. 10019 (\$7.50)

Document Not Available from EDRS.

Descriptors—Case Studies, *Developing Nations, *Educational Development, *Foreign Countries, *Higher Education, *Needs Assessment, Social Change, Universities
Identifiers—Africa, Asia, Latin America

Presented are the results of a study made by developing country educators for twelve national and international agencies, directed and coordinated by the International Council for Educational Development. Contents are in four parts: (1) the final report of the project; (2) summaries of the case studies carried out by regional teams in Africa, Asia, and Latin America; (3) regional team reports from the same areas; and (4) member lists for staff, regional teams, the task force, and corresponding members. (MSE)

ED 140 746 HE 009 053

Gartner, Alan

The Preparation of Human Service Professionals.
Pub Date 76

Note—272p.

Available from—Human Sciences Press, 72 Fifth Avenue, New York, N.Y. 10011 (\$14.95)

Document Not Available from EDRS.

Descriptors—Educational Change, Educational History, *Human Services, *Lawyers, Legal Education, Medical Education, *Physicians, Professional Education, Professional Occupations, *Professional Training, *Social Workers, Teacher Education, *Teachers

New forms of preparing workers in the human services have the potential of changing and improving those services. A central feature of the new forms of preparation is that they must both be preparatory for the services and be characteristic of them (for example, if the services are participatory in nature, the training should also be so). There is a common cycle in the history of training for doctors, lawyers, social workers, and teachers. Initially, the training of practitioners took place outside the university. Around 1900 there occurred a movement of professional education into the university, with resultant changes in the nature of preparation and practice. Since World War II both of these factors have been seriously questioned, under pressure for new, more responsive service systems. Along with efforts to change the forms of governance of the services, and efforts to bring some of those pressuring for change into the systems as servers, there were changes in the form and substance of training. (Author/MSE)

ED 140 747 HE 009 055

Udolf, Roy

The College Instructor's Guide to Teaching and Academia.

Pub Date 76

Note—168p.

Available from—Nelson-Hall Inc., 325 W. Jackson Blvd., Chicago, IL 60606 (\$9.95)

Document Not Available from EDRS.

Descriptors—Ancillary Services, *College Teachers, Grading, Guidance Functions, Guides, *Higher Education, Media Selection, Rewards, Student Evaluation, Student Evaluation of Teacher Performance, *Student Teacher Relationship, Teacher Administrator Relationship, *Teaching, Teaching Guides, *Teaching Methods, Teaching Quality, Test Selection, Textbook Selection

The guide is more than a how-to-do-it manual of useful teaching techniques; it also offers ideas for handling problems with colleagues, campus politics, the administration, and students. The rewards and penalties of a college teaching career are reviewed. The variety of the professor's interactions with students is described and the general principles of dealing with student problems are outlined. The tools of the trade—teaching methodologies—are covered in detail, although use of them is acknowledged as a personal thing. Problems with students and with course, testing and grading, selecting texts and materials, getting clerical procedures in perspective, and evaluating and improving teaching come under special consideration. The approach taken

is that guidance is a major part of teaching, and that people come before point averages. The appendix contains forms to be used by teachers and students in making evaluations. (Editor/MSE)

ED 140 748 HE 009 056

Covert, James T.

A Point of Pride: The University of Portland Story.

Pub Date 76

Note—342p.

Available from—University of Portland Press, University of Portland, Portland, Ore. 97203 (\$26.00)

Document Not Available from EDRS.

Descriptors—*Catholic Schools, *Church Related Colleges, *Educational History, Photographs, Religious Education, *United States History, *Universities

Identifiers—Methodist Church, *Oregon, *University of Portland

The University of Portland is a Christian university in both the Catholic and the liberal arts traditions, and in this history, the history of the surrounding community (the Pacific Northwest region in general as well as Northwest Oregon) is interwoven with the story of the institution's 75 years. The arrival of and exploration by Captain William Clark, the earliest Catholic missionaries in Oregon, the Methodist educators, and the growth of the city of Portland are included in the account. Many photographs are presented and annotated. (MSE)

ED 140 749 HE 009 057

Rowland, A. Westley, Ed.

Handbook of Institutional Advancement. A Practical Guide to College and University Relations, Fund Raising, Alumni Relations, Government Relations, Publications, and Executive Management for Continued Advancement.

Council for the Advancement and Support of Education, Washington, D.C.

Pub Date 77

Note—603p.

Available from—Jossey-Bass Publishers, 615 Montgomery St., San Francisco, Calif. 94111 (\$19.50)

Document Not Available from EDRS.

Descriptors—Alumni, Budgeting, Educational Innovation, Federal Government, *Financial Support, *Higher Education, *Institutional Administration, Local Government, Management, News Media, *Organizational Communication, Private Financial Support, Program Evaluation, *Public Relations, *School Publications, State Government

Identifiers—*Institutional Advancement

The guide's purpose is to provide administrators with essential information that will maintain public confidence in higher education and ensure continued financial support. Six major aspects of institutional advancement are considered: (1) institutional relation (programs to improve communication and understanding among students, administrators, and faculty) and innovative uses of news services, radio, television, photography, and special events programming; (2) fundraising issues, including the use of volunteer fundraisers and professional fundraising counsel, annual giving, grants, deferred gifts, and capital campaign programs; (3) all facets of alumni relations, activities, and programs; (4) effective relations with local, state, and federal governments; (5) the role of publications, including improving the organization of the publication's office, increasing the audience, improving a publication's visual image, and cutting costs; and (6) the functions of management, including planning, dealing with innovation, budgeting efficiently, and evaluating advancement programs. (MSE)

ED 140 750 HE 009 058

Bligh, Donald And Others

Teaching Students.

Pub Date 75

Note—294p.

Available from—Exeter University Teaching Services, University of Exeter, Devon, England (price not available)

Document Not Available from EDRS.

Descriptors—Achievement Rating, Bibliographies, *Course Evaluation, *Course Organization, *Curriculum Development, Departments, Guides, Higher Education, *Instructional Improvement, Needs Assessment, Organization, *Post Secondary Education, Student Character-

istics, Systems Approach, Teacher Education, Teaching Methods, Teaching Quality

Intended as a guide for postsecondary teachers in planning and improving their teaching, this book focuses on seven major decisions to be made in course construction: (1) what needs the methods should satisfy; (2) assessment of student achievement levels and needs; (3) enrollment criteria and students' characteristics and circumstances; (4) the sequence of the course; (5) selection of teaching methods; (6) department organization and its influences; and (7) diagnosis and treatment of course defects. An extensive bibliography is included. (MSE)

ED 140 751 HE 009 059

McHenry, Dean E. And Others

Academic Departments: Problems, Variations, and Alternatives.

Pub Date 77

Note—262p.

Available from—Jossey-Bass Publishers, 615 Montgomery St., San Francisco, California 94111

Document Not Available from EDRS.

Descriptors—*Administrative Organization, Administrative Problems, Case Studies, College Faculty, *Colleges, College Students, *Departments, Educational Objectives, Educational Quality, Higher Education, *Innovation, *Organizational Development, Research, School Organization, *Universities

Identifiers—Evergreen State College WA, University of California (Santa Cruz), University of Wisconsin (Green Bay)

Do academic departments promote scholarship, protect higher learning from stagnation and interference, and provide a sound basis for hiring and advancing faculty? Or do they stifle teaching and research, foster parochialism, and limit the development of professors and students? There exist operating alternatives to conventional departments. Those at the University of Wisconsin at Green Bay, the University of California at Santa Cruz, and the Evergreen State College. The goals, faculty and administrative problems, achievements, and impact on higher education of these alternatives are examined. (MSE)

ED 140 752 HE 009 065

Helpful Hints for Selecting a School or College.

Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date 77

Note—18p.

Available from—Office of the Assistant Secretary for Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Admission Criteria, Bibliographies, *College Choice, Counseling, *Decision Making, Degree Requirements, *Educational Alternatives, Educational Facilities, Educational Programs, Faculty, Graduates, Guides, Internship Programs, *Post Secondary Education, Selection, Student Costs, Student Financial Aid, *Student Needs

A booklet designed to help individuals determine if the schools or programs they are considering are the right ones for them encourages asking questions about a variety of matters: admissions requirements; program or degree completion requirements; faculty; the school's graduates' successes in their chosen fields; academic counseling; internships; equipment available; total student costs; financial aid; special equipment needs; refunds for withdrawal from courses; and school facilities and policies. A list of useful sources of additional information is provided. (MSE)

ED 140 753 HE 009 067

Hackman, Judith D. Johnson, Paula

Yale College Freshmen: How Well Do They Write?

Yale Univ., New Haven, Conn.

Pub Date Aug 76

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Freshmen, *College Students, *Composition Skills (Literary), Courses, *Educational Needs, Educational Research, Essays, Institutional Research, National Competency Tests, Research Projects, School Surveys, Standardized Tests, *Writing Skills

Identifiers—*Yale College

To discover what basis may exist for criticism of colleges for poor student writing, and to answer several related questions, a study of the writing of Yale College freshmen was undertaken in the spring of 1976. One hundred and seventy-three students participated voluntarily. Four kinds of information were collected: (1) ratings of an essay according to six categories of writing; (2) student responses on a questionnaire about past writing experience, current courses, Yale courses that had helped them, and future English course plans; (3) grades in freshman English courses; and (4) precollege test scores on the English Composition Achievement Test, Scholastic Aptitude Test-Verbal, and the Test of Standard Written English. Bases for selecting students to participate in the study were: whether or not the student had taken a freshman English course, SAT-V level; and sex. Essays were read by graduate-level English students and a faculty member. It was found that: complaints about student writing are in general not justified; about 20 percent of the students may need a freshman English course; low scores on standardized tests are an indication of the need to take a freshman English course, but alert teachers are important as well; and one particular Yale course produced student writers whose scores in the study were highly consistent with their course grades. (MSE)

ED 140 754 HE 009 068

The University as an Organization: System and Environment. Current Projects. Educational Development: Information on Research and Development in Post-Secondary Education.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date 77

Note—5p.

Available from—R & D Unit, The National Board of Universities and Colleges, P.O. Box 16334, S-103 26 Stockholm, Sweden

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comparative Analysis, *Decision Making, Educational Administration, *Educational Change, *Foreign Countries, *Higher Education, Institutional Autonomy, Operations Research, Power Structure, Social Change, Systems Analysis, *Systems Approach, Theories, Universities

Identifiers—Sweden, University of Umea (Sweden)

The transition from an elite university to a mass university has characterized modern university life. The purely quantitative development has been accompanied by a number of changes in the decisionmaking system in higher education. No systematic comparative studies exist of the development of the decisionmaking system. A project is under way at the University of Umea in Sweden to: (1) formulate a theory of the decisionmaking system by means of which the changes in higher education can be analyzed, and (2) apply and illustrate the theory in a few studies. Autonomy and influence patterns will be major considerations in the studies. A final report will be presented in 1978. (MSE)

ED 140 755 HE 009 069

King, Joseph S.

A Study of the Army's Advanced Civilian Schooling Programs.

Pub Date Jun 73

Note—135p.; Master's thesis, U.S. Army Command and General Staff College; Best copy available

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrative Policy, *Armed Forces, Committees, Cost Effectiveness, *Educational Assessment, *Educational Policy, *Graduate Study, Military Personnel, *Officer Personnel, Surveys, Vocational Development

Identifiers—*Army

The purpose of the study is to review the official and unofficial U.S. Army policy toward graduate level education at civilian institutions. Particular attention is paid to: (1) the Army's advanced civilian schooling programs; (2) whether the Army receives a reasonable return on its financial and manpower expenditures on these programs; (3) what effect Army policy toward advanced civilian education has on officer career development; and (4) the plans for these programs in the immediate future. The major sources for information in the study were the official Army regulations and directives pertaining to

civilian graduate education of active duty officers, including reports from Department of the Army review boards, the Army Educational Requirements Board, and the General Accounting Office. An interview with an official of the Office of Personnel Operations, unofficial working papers from that office, and papers from the Command and General Staff College and the Army War College were also used. (MSE)

ED 140 756 HE 009 070

Obstacles to Innovation Within the University Organization. Current Project. R & D for Higher Education.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date 77

Note—7p.

Available from—The National Swedish Board of Universities and Colleges, P.O. Box 16334, S-103 26 Stockholm, Sweden

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Administration, *Educational Change, *Educational Innovation, Higher Education, Operations Research, *Organization, *Organizational Development, Research, *Universities

Identifiers—*Sweden

The traditional university structure has come to be seen as an obstacle to necessary changes in education and research in Sweden. Reforms initiated by the Swedish Parliament have focused mainly on the overall control of university organization; less change appears in the direct production of education and research. A project underway at the University of Gothenburg has as its purpose to identify and locate structural factors at the departmental level that can be said to obstruct the university's capacity for renewal and development. The problem is approached by looking at the influences working on the university's components as well as the institutional structure and processes. The project was begun in 1975, and a final report will be presented in 1978.

ED 140 757 HE 009 072

Davis, Jerry S. Kirschner, Alan H.

The Ways and Means: A Study of the Needs and Resources of Students Enrolled in United Negro College Fund Member Institutions. Research Report Vol. 2, No. 1.

United Negro College Fund, Inc., New York, N.Y.

Pub Date Jun 77

Note—13p.

Available from—Research Department, The United Negro College Fund, Inc., 500 E. 62nd St., New York, N.Y. 10021

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Access to Education, *Black Colleges, *Black Students, Budgets, College Choice, *Educational Finance, Federal Aid, Financial Support, National Surveys, Scholarships, Student Characteristics, *Student Costs, Student Employment, *Student Financial Aid, Student Loan Programs

A study funded by the Southern Education Foundation had as its purpose to identify, describe, and assess: (1) the costs of education to United Negro College Fund (UNCF) students in 1975-76; (2) the resources available to meet those costs; (3) the need for additional aid resources; and (4) some major relationships among college costs, financial aid policies, institutional finance, and student access to UNCF colleges. All of the 41 UNCF colleges and universities are fully accredited, private, predominantly black institutions. Students were randomly surveyed with the Student Resource Survey, a data collection and analysis system developed by the College Entrance Examination Board. Information was compiled in 11 areas: (1) personal and academic characteristics; (2) why students attend UNCF colleges; (3) UNCF college characteristics that are important to the students; (4) student expense budgets; (5) scholarships and grants; (6) loans; (7) student employment during the term; (8) total aid and unmet needs; (9) total resources available; (10) financial aid and institutional finance; and (11) the federal cost of education payments to colleges. (MSE)

ED 140 758 HE 009 075

Report on Teaching: Analysis of Some of the Most Notable Improvements in American Undergraduate Teaching. No. 4.

Pub Date Jul 77

Note—76p.

Available from—Change Magazine, NBW Tower, New Rochelle, N.Y. 10801 (\$1.00)

Journal Cit—Change Magazine; v9 n7 Jul 1977

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Geography Instruction, *Higher Education, *Instructional Innovation, *Music Education, *Sociology, *Teaching, Teaching Methods, Teaching Techniques, Undergraduate Study

The fourth in a series of reports on undergraduate teaching contains articles on three disciplines: (1) geography (William D. Pattison, Salvatore J. Natoli, Peter Binzen, Charles J. Sugnet, Edwin Kiester, Jr., Sally Valente Kiester, Evan Jenkins, Peter Kakela, David Lanegran, Paul W. English, Peter Gould, and Alan DeLucia); (2) music (Theodore A. Tellstrom, Herbert B. Livesey, Ronnie Dugger, Gary MacEoin, Judy Miller, Robert Pace, Marian Demand, Roger Dean, Robert A. Wessler, Leon Breeden, and Lawrence A. Eisman); and (3) sociology (Lawrence J. Rhoades, Hans O. Mauksch, James Benet, Jean Dickinson, Susan Nelson, Kenneth E. Ehle, Daniel L. Abbott, James M. Calonic, Nancy Olson, Robert Gliner, Thomas Rice, Vaneeta D'Andrea Burkhardt, and Paul J. Baker). (MSE)

ED 140 759 HE 009 080

University System of Georgia Annual Report for Fiscal Year July 1, 1975 - June 30, 1976.

University System of Georgia, Atlanta.

Pub Date [76]

Note—55p.; Some tables may not reproduce well due to small print in original document.

Available from—University System of Georgia, 244 Washington St., Atlanta, Georgia 30334

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Rank (Professional), Annual Reports, *College Faculty, Construction Programs, Contracts, Degrees (Titles), *Educational Finance, *Enrollment, Expenditures, Faculty Workload, Grants, Income, *Junior Colleges, Labor Turnover, Part Time Jobs, Research, Resource Allocations, State Boards of Education, *State Colleges, State Surveys, *State Universities, Student Teacher Ratio, Tables (Data), Teacher Salaries, Veterans

Identifiers—*Georgia

Contents include the report of the chancellor, summarizing developments in the state system during the year, and appendices containing: (1) enrollment figures by institution, class, sex, veteran or nonveteran status, summer quarter, and extension centers and courses; (2) degrees and certificates awarded, by institution and program; (3) research contracts and grants received by principal research institutions in the state; (4) faculty data, including ranks and average salaries, workload and student faculty ratio for full- and part-time faculty, and turnover rates by institution; (5) library additions and holdings, by institution; (6) changes in academic units; (7) construction projects completed and in process or planning, funded and not yet funded; and (8) institutional finances, including revenues, expenditures, and resource allocation figures. (MSE)

ED 140 760 HE 009 081

Farmer, James A., Jr. Knox, Alan B.

Alternative Patterns for Strengthening Community Service Programs in Institutions of Higher Education. A Study of the Residual Effects of Federal Developmental Funding through Title I, HEA, 1965

Illinois Univ., Urbana. Office for the Study of Continuing Professional Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Note—196p.; Some parts may be marginally legible due to small type

Available from—The Office for the Study of Continuing Professional Education, College of Education, University of Illinois at Urbana-Champaign, Urbana, Illinois 61801 (\$5.00)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Colleges, *Community Service Programs, *Federal Legislation, *Higher Education, *Institutional Role, National Surveys, Problem Solving, *Program Development, Universities

Identifiers—*Higher Education Act Title I

A two-year, nationwide research study was funded in 1974 with discretionary funds of Title I of the Higher Education Act of 1965 (HEA) to

identify alternative patterns for developing community service programs. The study focused on methods used by decisionmakers in a variety of settings in which it was felt that strengthening had occurred as a result of HEA-funded efforts. Interviews were conducted around the country, and approximately 150 factors were identified as potentially important. Data were analyzed qualitatively through content analysis, and quantitatively through the use of multivariate analysis. Typically, those who were interviewed indicated that strengthening occurred in one or more of the following areas: (1) higher education institutional involvement in community service; (2) faculty involvement in community service; (3) instructional programs related to community problem-solving; (4) linkage between institutions and communities; and (5) the image of the institution as a resource for problem-solving. (MSE)

ED 140 761

HE 009 082

Ott, Mary Diederich.

Women's Participation in First-Professional Degree Programs in Medicine, Dentistry, Veterinary Medicine, and Law, 1969-70 through 1974-75.

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date 76

Note—29p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.60)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Degrees (Titles), *Dentistry, Enrollment Rate, Enrollment Trends, *Females, *Legal Education, Longitudinal Studies, *Medical Education, National Surveys, Professional Education, Statistical Data, Statistical Studies, Tables (Data), *Veterinary Medicine, *Womens Education

Tables show first-year enrollment, total enrollment, and number of degrees awarded for each year, by sex. For medicine, data are also given on medical school applicants and acceptances. For dentistry, data on applicants are given. For veterinary medicine, data on acceptances are given. Results show that during the six years of the survey, the participation of women in first-professional degree programs has increased rapidly. Between 1969-70 and 1974-75 the percentage of women enrolled has risen: (1) in medicine, from 9.0 to 18.1 percent; (2) in dentistry, from 1.4 to 7.0 percent; (3) in veterinary medicine, from 8.8 to 20.4 percent; and (4) in law, from 7.0 to 20.0 percent. (MSE)

ED 140 762

HE 009 083

de Wolf, Virginia A. Eekhoudt, Jeannette

Time to Advanced Degree: A Profile of Recent Advanced Degree Recipients.

Washington Univ., Seattle. Educational Assessment Center.

Report No—EAC-77-16

Pub Date May 77

Note—54p.

Available from—Educational Assessment Center, University of Washington, 1400 Campus Parkway, PB-30, Seattle, Wash. 98195

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Age, Credits, Degrees (Titles), *Doctoral Degrees, Doctoral Theses, Females, Grade Point Average, *Graduate Study, Males, *Masters Degrees, Masters Theses, *Program Length, School Surveys, Statistical Data, Statistical Studies, Tables (Data)

Identifiers—*University of Washington

All students receiving master's degrees, doctoral candidacy status, and doctorates at the University of Washington between fall 1974 and the summer quarter 1975 were studied. Data are reported for male, female, and total groups on source of bachelor's degree, age at entry, number of years since receipt of the most recent degree, credits earned, GPA, quarters in attendance, and number of thesis or dissertation credits. For matriculation's recipients whose most recent degree was a bachelor's, over three quarters received degrees within two years. For doctoral candidates and doctorates, type of preceding degree influenced the length of time taken to complete the higher degree. Those having degrees higher than a bachelor's took a full year less than those whose most recent degree was a bachelor's. The higher the degree level, the smaller the proportion of women graduates. (Author)

ED 140 763

HE 009 084

Hearings on the Need for Continuation of the Uniformed Services University of the Health Sciences before the Investigations Subcommittee of the Committee on Armed Services, House of Representatives, Ninety-Fifth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Armed Services.

Pub Date Mar 77

Note—176p.; Hearings held March 16, 24, and 29, 1977; Some parts may be marginally legible due to small print of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Armed Forces, Budgets, Federal Legislation, Government Role, *Health Occupations Education, Higher Education, Manpower Needs, Medical Education, *Medical Schools, *Physicians, *School Closing, Universities

Identifiers—*Uniformed Services University of Health Sciences

Presented is the transcript of the hearings into the Department of Defense's February 1977 decision to terminate the Uniformed Services University of the Health Sciences. It was felt that the physician needs of the military could be more efficiently met by direct recruitment, and that the fiscal year 1978 budget could be reduced by \$14 million in doing so. Statements are made by the surgeons general of the armed services, faculty and staff of the university, officials of government agencies, and faculty members of other public and private universities. (MSE)

ED 140 764

HE 009 085

Mortimer, Kenneth P. Richardson, Richard C. Jr.

Governance in Institutions with Faculty Unions: Six Case Studies.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date May 77

Note—191p.

Available from—Center for the Study of Higher Education, The Pennsylvania State University, University Park, Pennsylvania 16802

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Case Studies, *Collective Bargaining, College Administration, *College Faculty, *Community Colleges, Contracts, *Governance, Higher Education, Post Secondary Education, *State Colleges, *Unions

Chronicle and analyzed are the experiences of two community colleges and four comprehensive state colleges in two different states where the faculty has chosen to unionize. The case studies are based on field visits and studies of contracts and other relevant documents. Reported on are such questions as: What conditions led the faculty to unionize?; What were the dynamics of contract negotiations and administration?; What are the general impact of collective bargaining on the various participants in college governance and on the tenor of governance relationships? An introduction summarizes the current status of collective bargaining in postsecondary education, reviews the literature on the impact of collective bargaining, and discusses the administrative traditions of community and comprehensive state colleges. (Author/MSE)

ED 140 765

HE 009 088

Mingle, James R.

Degree Output in the South, Distribution by Sex 1974-75.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 77

Note—278p.

Available from—Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, Ga. 30313 (\$4.00)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—College Graduates, *Degrees (Titles), *Females, *Higher Education, *Intellectual Disciplines, *Males, National Surveys, Private Colleges, *Southern States, State Colleges, State Surveys, State Universities, Statistical Data, Tables (Data), Trend Analysis, Units of Study

Identifiers—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia

Presented are the number of degrees granted by academic field and sex for public and private institutions. One table presents an aggregation of the 50 states and the District of Columbia; a second table is a regional aggregation of the 14 states in the south (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia); and a table is given for each of the 14 southern states. Some analysis is given of trends over the past ten years. (MSE)

ED 140 766

HE 009 089

Henderson, Cathy

Changes in Enrollment by 1985. Policy Analysis Service Reports Volume 3, Number 1.

American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date Jun 77

Note—25p.; Some charts may not reproduce well.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Birth Rate, *Demography, *Enrollment Projections, Enrollment Rate, *Enrollment Trends, *Higher Education, Migration Patterns, National Surveys, Statistical Analysis, Statistical Data, *Student Mobility, Tables (Data), Trend Analysis

Shifts in college enrollments until 1985 are discussed and attributed to a number of factors, among them: differences between states, birthrate changes, and between-state migration. Only students of traditional college age are considered. Enrollment trends are charted, and statistical data for each state appear in tabular form. (MSE)

ED 140 767

HE 009 091

Student Relations to Instruction. Memo to the Faculty Number 58.

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.

Pub Date Oct 76

Note—9p.

Available from—The Center for Research on Learning and Teaching, The University of Michigan, 109 E. Madison, Ann Arbor, Michigan 48109

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, College Teachers, Educational Quality, Feedback, *Higher Education, *Questionnaires, *Student Evaluation of Teacher Performance, *Student Opinion, *Student Reaction, Teacher Developed Materials, *Teacher Improvement

Student performance is the ultimate measure of teaching. Tests and examinations, however, do not usually tell the whole story of a teacher's effectiveness. Students learn more in college classrooms than most examinations reveal. Systematically measured student opinion is more informative than casual student report. With a formal rating form, a teacher can collect a great deal of independent information about a range of instructional outcomes. The included catalog of items for instructor-designed questionnaires helps teachers collect student reactions in three areas of instruction: (1) personal changes resulting from a course of instruction; (2) perceptions of an instructor's style, methods, and abilities; and (3) specific course elements such as written assignments, readings, laboratory work, textbooks, and exams and grading. Similarly, systems can be developed for interpreting and using the student reactions to improve teaching. A bibliography is included. (Author/MSE)

ED 140 768

HE 009 092

Healy, Timothy

Can Quality Coexist with Equality in a Just Community?

Pub Date Oct 76

Note—12p.; Paper presented at the National Forum of the College Board (New York, October 1976)

Available from—Director of Publication Management, The College Board, 888 7th Ave., New York, N.Y. 10019

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Democracy, *Democratic Values, *Educational Opportunities, *Educational Quality, *Equal Education, *Higher Education, *Justice, Nondiscriminatory Education, Social Attitudes, Social Change, United States History

The question addressed is: Can education maintain high quality if it has to either accept or create equality? Americans throughout their his-

tory have defined justice to mean that the more open the society is, the more just it is; the more inclusive, the more acceptable. If the notion of quality is tied to an automatic exclusion of any percentage of the population, it is simply not acceptable in terms of American democracy. If, on the other hand, quality indicates a goal to be aimed at, a standard to be set, and an achievement to be defended, then it clearly is compatible with a great measure of equality. What we have to deal with in our institutions is not only the quality of scores or knowledge but also the quality of life and citizenship. (Author/MSE)

ED 140 769 HE 009 094

Lawrence, Ben

The Just Community at What Price—The Role of Government in Financing Education.

Pub Date Oct 76

Note—18p.; Paper presented at the National Forum of the College Board (New York, October 1976)

Available from—Director of Publication Management, The College Board, 888 7th Ave., New York, N.Y. 10019

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, *Educational Improvement, *Educational Quality, *Equal Education, Federal Aid, Financial Support, Grade Point Average, *Higher Education, Liberal Arts, Resource Allocations, *Student Financial Aid, Student Motivation

The maintenance of a system of higher education characterized by a diverse set of quality programs and centers of excellence is essential to the formation of an adequate supply of human capital in future generations. The demand for socialization in higher education is being voiced by a growing proportion of the American public. It is very easy enough to sound alarms and enumerate dangers, but how do we promote quality and diversity in higher education in an environment of resource constraints? First, we need to sharpen student incentive, perhaps by linking student financial aid to maintenance of high grade averages. Program quality might also be improved by taking seriously the complaints that our traditional notions of liberal education are not really relevant to present-day life. The first order of business is to resolve the question of equality of student access. The present patchwork assortment of federal student aid programs should be replaced by some more comprehensive financing scheme, one that will not sacrifice the requirements of any group to meet the needs of another. (Author/MSE)

ED 140 770 HE 009 097

An Approach to Keeping Independent Colleges Independent.

Northwest Area Foundation, St. Paul, Minn.

Pub Date 76

Note—36p.

Available from—Northwest Area Foundation, West 975 First National Bank Building, Saint Paul, Minn. 55101

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cost Effectiveness, Costs, *Declining Enrollment, *Educational Finance, Educational Quality, Enrollment Influences, Enrollment Trends, Geographic Regions, Higher Education, *Private Colleges, *Private Financial Support, Productivity, Program Costs, School Holding Power, Student Financial Aid, *Student Recruitment

As a result of the financial difficulties faced by independent colleges in the northwestern United States, the Northwest Area Foundation in 1972 surveyed the administrations of 80 private colleges to get a profile of the colleges, a list of their current problems, and some indication of how the problems might be approached. The three top problems given were decreasing enrollment, financial aid to students that decreased resources, and increasing instructional costs. The foundation set up three programs, each designed to cope with one of these financial needs: (1) the admissions and retention program, to help colleges find ways to increase tuition income by increasing or maintaining enrollment; (2) the deferred gifts program, to generate more long-range contributed income by providing specialists in soliciting stocks, bonds, real estate, and other gifts; and (3) the productivity program, to find less costly ways of teaching and learning while maintaining educational quality. (MSE)

ED 140 771

Fogel, Barbara R.

Design for Change. Higher Education in the Service of Developing Countries. A Handbook for Planners.

International Council for Educational Development, New York, N.Y.

Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date Apr 77

Note—82p.

Available from—Director of Publications, International Council for Educational Development, 680 Fifth Avenue, New York, N.Y. 10019 (\$5.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Personnel, College Faculty, Colleges, College Students, *Developing Nations, *Economic Development, Financial Support, Foundation Programs, Government Role, *Higher Education, *Institutional Role, Program Development, *School Community Cooperation, School Community Programs, School Community Relationship, *Social Change, Universities

This highlights the conclusions of a two-year study by the International Council for Educational Development of the ways in which higher education institutions in developing nations could assist in social and economic development. Extracted from case studies, reports, and minutes of meetings are recommendations for administrators, students, faculty, government agencies, and national and international donor agencies involved in or supporting development practices. Included are a project checklist and list of consultants to the study. (MSE)

ED 140 772

Duryea, E. D. Needy, John C.

Collective Bargaining: Impact on Governance.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date 77

Note—42p.

Available from—Association of Governing Boards, One Dupont Circle, Suite 720, Washington, D.C. 20036 (\$2.50 members, \$5.00 nonmembers)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Board of Education Role, *Collective Bargaining, College Faculty, Colleges, Educational Administration, *Governance, *Governing Boards, *Higher Education, *Power Structure, Trustees, *Unions, Universities

For colleges and universities, faculty unionism has evidenced the potential to change significantly the nature of institutional relationships. Collective bargaining has brought into the system a different philosophy than the traditional scholarly one of shared authority. As a result, collective bargaining has created a new dimension for governing boards in the management of their institutions, and unionism must enter, explicitly and implicitly, into the deliberations of trustees. It is important, however, that boards place unionism in the perspective of other developments affecting the governance of colleges and universities, since it is one of a number of influences that impact on the corporate authority of governing boards. (MSE)

IR

ED 140 773

Tighe, Ruth L., Comp. Levine, Jamie J., Comp.

On-Line Shared Cataloging in NELINET Libraries: Report of a Survey.

New England Board of Higher Education, Wellesley, Mass. New England Library Information Network.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Report No—NELINET-76-1

Pub Date 76

Grant—CRL 657

Note—666p.; For related document, see IR 004 759 DES

EDRS Price MF-\$1.16 HC-\$35.49 Plus Postage.

Descriptors—*Cataloging, *Information Networks, Library Automation, Library Cooperation

HE 009 098

tion, Library Networks, Library Surveys, *Library Technical Processes, Questionnaires, *Use Studies

Identifiers—NELINET, New England Library Information Network, Ohio College Library Center, On Line Shared Cataloging

A questionnaire was distributed to New England Library Information Network (NELINET) members in early 1975. Its purpose was (1) to document how NELINET libraries were using the Ohio College Library Center's (OCLC) on-line shared cataloging system, (2) to enable participating libraries to compare themselves with each other, and (3) to provide information to libraries considering joining NELINET. This report is divided into three parts: (1) the reproduction of the text of the questionnaire, including a summary of responses and commentary on specific questions; (2) a brief description of each responding institution, including the type of library, its budget and staff size; and (3) the response of each institution to each survey question and results of the survey are in Part 3, Section 2 of the report. (DAG)

ED 140 774

Dennis, J. Richard

Computer Classification of Triangles and Quadrilaterals—A Challenging Application. Illinois Series on Educational Applications of Computers. Number 19.

Pub Date Dec 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, Computer Science Education, *Flow Charts, *Geometric Concepts, Geometry, Mathematical Applications, Mathematical Enrichment, *Mathematics Instruction, Secondary School Mathematics, Senior High Schools

Exercises for high school students are presented which entail designing computer programs to enable the computer to identify a geometrical figure as a specific type of triangle or quadrilateral, given its 2-dimensional coordinates. Computer programming skills required are not sophisticated, but a solution requires careful analysis of necessary and sufficient conditions for each figure type. If a computer is not available, flow chart solutions are possible. Flow chart samples of possible solutions to a variety of both triangle and quadrilateral identification problems are presented. (Author/STS)

ED 140 775

Call-Himwich, Eileen

An Assessment of Lesson Review as a Formative Evaluation Tool.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No—MTC-R-8

Pub Date Jan 77

Contract—DAHC-15-73-C-0077; UCNSF C-723

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Authors, Feedback, *Formative Evaluation, *Instructional Materials, Review (Reexamination), Teaching Methods, *Training

For the last three years the Military Training Centers (MTC) PLATO support group has been experimenting with the development of a number of formalized techniques for assisting authors in writing instructionally effective courseware. These methods, collectively referred to as "lesson reviewing," vary widely depending on individual authors' needs. Basically, a lesson review is a set of comments about the lesson ranging from alternative instructional strategy suggestions to grammatical corrections, from content accuracy to punctuation. This report describes the evolution of the lesson review process and discusses review effectiveness in terms of resulting lesson revision and author training. A number of recommendations are made for improving review effectiveness in the future, emphasizing these areas: (1) reviewer characteristics; (2) reviewer/author relationship; and (3) review content/format. (Author/BM)

ED 140 776

Klecka, Joseph A.

An Overview of Chanute Lessons.

Illinois Univ., Urbana. Computer-Based Education Lab.

IR 004 721

HE 009 099

IR 004 725

IR 004 372

IR 004 726

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—MTC-R-10

Pub Date Jan 77

Contract—DAHC-15-73-C-0077; USNSF C-723

Note—78p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adult Education, Armed Forces, *Computer Assisted Instruction, *Formative Evaluation, *Instructional Design, Instructional Materials, Research

Identifiers—*Plato IV

A survey of current lesson development was considered essential to determine the quality and effectiveness of instructional material produced on the PLATO IV computer-assisted instruction system. The trial period lasted for several years. Both civilian and military personnel developed the lessons, in consultation with the Military Training Centers Group at the Computer-Based Education Research Laboratory, University of Illinois, for the Defense Advanced Research Projects Agency. Eight representative lessons were selected by a Chanute staff member. Then an evaluator prepared in-depth reviews of each, both in the formative and summative stages. Data gathered from the individual analyses formed the basis for the final report. It indicated general trends and isolated problem areas in the instructional design. The study resulted in an assessment of the instructional effectiveness and utilization of the pedagogical capabilities of the PLATO system in one training environment. (Author)

ED 140 777 IR 004 767

EUDISED R&D Bulletin, 1976, No. 1.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 76

Note—92p.; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Abstracts, *Bulletins, Educational Research, Foreign Countries, International Programs, Research and Development Centers, *Research Projects

Identifiers—EUDISED, *European Documentation and Information System

Citations and abstracts for on-going and completed projects of educational research and development in participating countries are compiled by the European Documentation and Information System for Education (EUDISED). Projects are grouped and cross referenced according to facets and sub-facets of the EUDISED Thesaurus. Titles not in English or French are translated into one of these languages. Each entry gives information on country, status of project and dates, researcher(s), institution, financial source, descriptors in English, descriptors in French, and abstract of the project in English, French, or German. An index of names and descriptor indexes in English and French are attached. (Author/KP)

ED 140 778 IR 004 785

Brooke, Ann And Others

Academic Library Instruction in the Southwest.

Southwestern Library Association, Stillwater, Okla.

Pub Date Oct 76

Note—111p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—College Libraries, *Directories, *Instructional Programs, Junior College Libraries, *Library Instruction, *Library Surveys, Questionnaires, University Libraries

Identifiers—*United States (Southwest)

The purpose of this directory is to acquaint Southwest academic librarians with current library instruction programs and activities in academic libraries in their region, and to encourage regional cooperation in sharing ideas and materials. Information listed covers the 216 academic libraries in Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, and Texas that responded to a questionnaire on library instructional activities. The names and addresses of these institutions are arranged by state and alphabetically within the state; instructional methods used are indicated by listing the numbers of the survey questions to which the answer was yes for each institution. An analytical index lists instructional activities and materials, in question order, followed by the names of the libraries reporting them. A summary of the survey results is provided, and the questionnaire is appended. (KP)

ED 140 779

Plummer, Charles M.

Experimental Simulation of "Future Shock" to Explore Time Perspectives Under Different Rates of Change.

Pub Date Apr 77

Note—38p.; Paper presented at the meeting of the American Educational Research Association (New York City, New York, April 1977). Tables may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Experimental Programs, *Futures (of Society), Games, Graduate Students, *Simulation, Social Change, Sociodrama, *Time Perspective, Undergraduate Students

A simulated micro-society simulation/game was applied as an experimental treatment to compare the impact of high and low rate of change social environments upon individual's time perspectives. Subjects were 187 university undergraduate and graduate students who completed the covariate "Social Readjustment Rating Scale" and then were randomly assigned to one of two 65 minute simulations, one in which a simulated environment feature changed every 30 seconds, and another version in which simulation features changed every 30 minutes. The "Future Changing Society Simulation" (FCSS), which was adapted from Garry Shirts' STARPOWER and "Future Planning Games" by Bender and McCuen, has several rule changes at the beginning of every trading round, scoring system changes, seat changes, with bonus points offered to accelerate trading. The norms and sanctions governing behavior are therefore constantly changing, requiring rapid learning of new standards of conduct. Players are also required to select and disclose a new viewpoint at the beginning of every trading round in areas including preferred personal life style, political philosophy, family and sexual roles, who should be included in an ideal community, type of society, and model for word order. Data is currently being analyzed on the impact of the FCSS simulation on time perspectives, with the expectation that a highly changing, unpredictable environment may produce individuals little concerned with the distant future. (Author/BM)

ED 140 780

Rochell, Carlton C.

Cooperation Among Unlike Institutions for Today's Learning Force.

Pub Date 76

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Community Colleges, *Continuous Learning, *Cooperative Programs, *Educational Trends, Futures (of Society), *Institutional Cooperation, *Public Libraries, Shared Services, Speeches, Trend Analysis

Our thinking and institutions must be channeled to meet new challenges created by changes in communications, the international scene, science and technology, and emotional and social behavior. Ten trends are identified in Higher Education from reduced growth rate to the realization that nontraditional education today will be the education of tomorrow, and institutions must consider the resulting problems of reaching clientele, and cost, financing, implementation, and development of maximum access, flexible educational programs. Adaption of the educational process to individual needs may be a solution. Public libraries and community colleges, the least traditionbound institutions, can facilitate life-long learning through cooperation. Libraries can serve clients, refer educationally advanced students to special courses, and community colleges can grant appropriate credit if necessary. Studies show a demand for expanding the library's role as learning facilitator. A new definition of public information service including extension of capabilities to serve life-long learners could provide the public library with a new relevancy. (Author/KP)

ED 140 781

Brock, John F.

Simulation in Maintenance Training: Now That I've Thrown Out the Bath Water, Where is the Dear Baby?

Pub Date Apr 77

Note—16p.; Paper presented at the annual meeting of the American Educational Research Association (New York City, New York, April 4-8, 1977)

IR 004 804

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Armed Forces, *Computer Programs, *Costs, *Equipment Maintenance, *Instructional Design, Instructional Technology, Simulation, Training

There is little question that, over the next decade, the military services are going to be committing significant resources to developing simulators for use in maintenance training courses. The arguments for such a direction are persuasive, particularly in terms of training dollar savings. This paper reviews the past R&D on maintenance training, discusses current developments and trends, and discusses the trade-offs involved in simulating maintenance tasks. It is suggested that current maintenance training programs are only training a subset of required skills, but that introducing simulation may simply change the subset being trained. A program to avoid this problem is discussed. (Author)

ED 140 782

Tennyson, Robert D. Tennyson, Carol L.

Computer-Based Adaptive Instructional Strategies for the Improvement of Performance and Reduction of Time.

Pub Date Apr 77

Note—14p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Computer Programs, *Concept Teaching, *Educational Improvement, *Educational Strategies, *Instructional Design, Learning Processes, Research, Teaching Methods, *Time Factors (Learning), Undergraduate Students

Three design strategies for selecting number of instructional instances needed in concept learning were investigated. Two strategies used adaptive procedures for the selection, while a nonadaptive strategy selected instances by number of associated attributes. The data analysis showed that the full adaptive strategy (using pretest and on-task response data) required 25% less learning time and resulted in better posttest performance ($p < .01$) than the partial adaptive strategy (pretest data only). The partial adaptive strategy was 16% more efficient and demonstrated better performance ($p < .01$) than the nonadaptive. An effectiveness ratio of 2 to 1, in favor of the full adaptive over the partial and nonadaptive strategies, was obtained. (Author)

ED 140 783

Filep, Robert T. Johansen, Patricia A.

A Synthesis of the Final Reports and Evaluations of the ATS-6 Satellite Experiments in Health, Education and Telecommunications.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Feb 77

Contract—AID-CM-ta-147-543

Note—89p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Communication Satellites, *Delivery Systems, Educational Programs, Health Programs, *Information Dissemination, Program Descriptions, Program Evaluation, *Social Services, Summative Evaluation, Telecommunication

Identifiers—*Applications Technology Satellite-6

This document provides a synthesis of the final project reports and project evaluations of a series of health and education satellite experiments designed to explore the use of satellite technology in the delivery of social services. Each summary in this paper outlines the objectives, procedures, instructional or medical content, and the overall results of the project. A review of the external evaluation provides information regarding areas assessed, such as achievement, and attitude toward the approach by users. An overview section analyzes the value of the experiments as a group, with special attention to their role as precursors of a number of activities started in order to exploit satellites in the delivery of social services. Geographic areas covered include the Appalachia Region, the Rocky Mountain Region, and the Alaska Region. (Author/DAG)

ED 140 784

Working Group on Information Exchange on

Technical and Economic Studies Related to Educational Technology, Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Methods, Materials, and Techniques.

Report No.—ESM/95/75/II/171

Pub Date Jan 75

Note—121p.; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cost Effectiveness, Educational Innovation, Educational Technology, *Instructional Innovation, *Instructional Media, International Education, *International Educational Exchange, Technical Reports

Identifiers—International Council for Educational Media

Sixteen international experts comprised the working group charged with indexing technical and cost effectiveness studies related to new educational media. This report, resulting from their meeting in January 1975, contains: (1) introductory report on the problems of the application of cost benefit studies to new teaching methods, (2) series of recommendations for further media cost research, (3) resume of group discussions and reports, (4) list of participants, (5) provisional classification grid of the studies, (6) bibliography of over 200 studies collected, and (7) provisional list of institutions and experts in the field. (STS)

ED 140 785

IR 004 817

Leedham, John, Comp.

The Imaginative Uses of Closed Circuit Television in the Training of Staff and Managers. Case Studies Collected and Edited for the Association for Programmed Learning and Educational Technology.

Association for Programmed Learning and Educational Technology, London (England).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Methods, Materials, and Techniques.

Report No.—ESM/95/74/II/166

Pub Date Nov 74

Contract—UNESCO-506400

Note—91p.; Parts may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Accident Prevention, Audiovisual Instruction, *Case Studies, Case Studies (Education), *Closed Circuit Television, Educational Television, Health Occupations Education, *Instructional Innovation, Job Training, *Management Education, Merchandising, Military Training, *On the Job Training, Physical Education, Video Cassette Systems

More than 20 case studies exemplifying innovative techniques in the use of closed circuit television for employee training in organizations not primarily dedicated to education have been collected. Case studies have been selected from the military, the medical professions, sports, and business organizations, primarily in Great Britain. Uses of closed circuit television include managerial and instructor level training, skills training, accident prevention, sales training, and product promotion. A summary of multinational use of videotape cassettes for training is included. (STS)

ED 140 786

IR 004 821

Suggestions to Improve Management of Radio Free Europe/Radio Liberty. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Report No.—ID-76-55

Pub Date 25 Jun 76

Note—87p.

Available from—U.S. General Accounting Office, Distribution Section, Room 4522, 441 G Street NW, Washington, D.C. 20548 (Two copies, free of charge); U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 (ID-76-55, June 25, 1976, \$1.00 per copy. Do not send cash)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Administrative Change, *Change Strategies, Educational Radio, *Federal Programs, Foreign Policy, *Governing Boards, International Relations, Management Systems, Mass Media, News Media, *Public Affairs Education, *Radio

Identifiers—Board for International Broadcasting, Radio Free Europe, Radio Liberty

The Board for International Broadcasting, established in 1973 by Congress to oversee Radio Free Europe and Radio Liberty, has promoted changes in the Radios. Future improvements may

be difficult unless the Board defines its role, clarifies its responsibilities, and establishes formal regulations to govern operational relations with the Radios. To promote economy and efficiency, a single Radio corporation should be formed, and relocating most of its activities to the United States should be considered. Radio Liberty presently broadcasts to the Soviet Union, while Radio Free Europe broadcasts to five East European countries. (Author/STS)

ED 140 787

IR 004 828

Cambre, Marjorie A.

The Origins of Formative Evaluation Techniques for Film and Television: A Historical Analysis.

Pub Date Apr 77

Note—13p.; Paper presented at the annual meeting of the Association for Educational Communications and Technology (Miami, Florida, April 25-29, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Aids, Audiovisual Instruction, *Educational Development, Educational Television, Field Studies, *Formative Evaluation, *Historical Reviews, Instructional Films, *Instructional Media, Material Development, Media Research

A historical survey of the origins of formative evaluation techniques for film and television reveals that: (1) most of the methodologies for formative evaluation of film and television that are in use today had appeared in one form or another by 1940; (2) before 1940, evaluation was generally understood as qualitative judgement of the worth of an educational product; (3) the evaluation tradition developed apart from media research, though research findings were incorporated into production formats and evaluation checklists in the late 1930's; and (4) the interest of applied psychologists in the late 1930's in educational radio effectiveness spurred a trend toward more rigorous evaluation methodologies, and blurred the lines between evaluation and research.

ED 140 788

IR 004 829

Shrock, Sharon

Ecological Inquiry: Expanding the Definition.

Pub Date Apr 77

Note—27p.; Paper presented at the annual meeting of the Association for Educational Communications and Technology (Miami, Florida, April 25-29, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Change Strategies, Comparative Analysis, *Educational Development, *Educational Research, Ethnology, Evaluation Methods, Instructional Design, *Research Methodology, Research Skills, Validity

Ecological research methodology can assist the educational technologist in both his practical decision making responsibilities and in his more formal pursuit of theoretical understandings. Critics of traditional methodologies maintain that the validity of educational inquiry, as well as the generation and verification of educational theories, can be improved by employing methods that deal more adequately with the subtlety and complexity of the natural world. The term ecological inquiry is clarified through a discussion of its conceptual parallels in other disciplines, its distinguishing characteristics, and its difficulties and disadvantages. Applications of ecological inquiry to instructional development are suggested. (Author/STS)

ED 140 789

IR 004 830

Coscarelli, William C.

Inquiry in Development: Efficiency and Effectiveness of Algorithmic Representations in a Laboratory Situation.

Pub Date Apr 77

Note—34p.; Paper presented at the annual meeting of the Association for Educational Communications and Technology (Miami, Florida, April 25-29, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Algorithms, *Chemistry Instruction, Critical Thinking, *Educational Research, Flow Charts, *Instructional Design, Laboratory Training, *Teaching Methods, Time Factors (Learning)

Identifiers—Watson Glaser Critical Thinking Appraisal

This study, part of an instructional development project, explores the effects of three different representations of functional algorithms in

an introductory chemistry laboratory. Intact classes were randomly assigned to a flowchart, list, or standard prose representation of the procedures (algorithms). At the completion of 11 laboratory sessions, data were collected on critical thinking ability as measured by the Watson-Glaser Critical Thinking Appraisal. Laboratory instructors' estimates of completion time for each lab were obtained. Analysis indicates that mode of representation produces no significant difference between groups on critical thinking ability. However, a differential effect in laboratory completion times was found. Appended is a sample of each type of functional algorithm employed. (STS)

ED 140 790

IR 004 831

Rutt, David P.

An Application of Multidimensional Scaling in the Collection on Qualitative Information for Decision Making.

Pub Date Apr 77

Note—18p.; Paper Presented at the Annual Meeting of the Association for Educational Communication and Technology (Miami, Florida April 25-29, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Aids, Cost Effectiveness, Data Analysis, *Decision Making, Educational Television, Filmstrips, Instructional Films, *Instructional Media, *Media Selection, *Multidimensional Scaling, Optometrists, Slides, Statistical Analysis, Textbooks

Multidimensional scaling was applied to the assessment of qualitative data relating to an optometry faculty's perceptions of instructional media. Results indicate that 35mm slides, overhead transparencies, and filmstrips were viewed as serving a similar function and as acceptable in terms of cost, need, and convenience. Television and 16mm films were perceived as cost unacceptable, unnecessary, and inconvenient. This study exemplifies the use of the multidimensional scaling technique for analyzing qualitative data of value for decision making. (STS)

ED 140 791

IR 004 832

Polyn, Kenneth A. And Others

Computer Managed Instruction at Remote Sites by Satellite: Phase I, A Feasibility Study.

PRC Information Sciences Co., McLean, Va.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.—TAEG-44

Pub Date Dec 76

Contract—MDA 903 76 C 0256

Note—303p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Computer Communication Satellites, Computers, *Cost Effectiveness, *Instructional Design, *Research, Telecommunication

Identifiers—*Computer Managed Instruction, Navy

The purpose of the study was to conduct preliminary research to acquire an understanding of the conditions, constraints and parameters that could influence the design, preparation, and conduct of a demonstration involving computer managed instruction by satellite, as well as explore what communications systems would be available to become operational should the demonstration results indicate this is desirable. Eight basic areas of research were undertaken during the feasibility study. The goals of the research were to determine: (1) the key requirements that must be met to conduct a demonstration; (2) the preferred communications system; (3) the CMI course that could be used for the demonstration; (4) the operational potential of the demonstration objectives; (5) the demonstration design options that could yield the desired results; (6) whether an economic model could be developed to conduct a cost-effectiveness analysis; (7) the demonstration tasks and schedule for their execution; and (8) the communications systems suitable for operationalizing the concept, if the concept is found viable. The research results led to the conclusion that the demonstration is feasible, and it was recommended that the design work be undertaken. (Author)

ED 140 792

IR 004 833

Hodapp, Timothy

Formative Research in Educational Media.

Alberta Educational Communications Corp., Edmonton.

Pub Date 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Programs, Educational Researchers, *Formative Evaluation, *Instructional Media, Media Research, Program Development, Program Evaluation, Summative Evaluation

This paper distinguishes between basic research, applied research, and evaluation. Evaluation is broken down into two types: summative and formative. The limitations of formative research are presented, followed by a discussion of the value of the formative researcher participating in the product planning process. The types of data which formative researchers can give to development teams are indicated, along with the responsibilities of the development team in the formative research process. (Author/DAG)

ED 140 793

IR 004 836

Breen, Myles P.

Film in Education: This Worked For Me.

Pub Date 20 Feb 77

Note—16p.; Paper presented at the Midwest Film Conference (Chicago, Illinois, February 20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Audiovisual Aids, *Educational Methods, Film Criticism, *Film Study, Instructional Media, *Media Selection, Media Technology, Post Secondary Education, Teaching Methods, *Teaching Techniques

Several techniques for teaching film appreciation to adults are discussed, including the use of audio cassettes, instructional films, silent films, and film dissection. Included are the techniques, philosophy, and content of a seminar on the short film, in which the short film is viewed as a variant of a short story, a pop song, a joke, and a poem. A course outline showing the films utilized and their running times is appended. (STS)

ED 140 794

IR 004 839

Eichman, Barbara

A Selective Bibliography of Audio-Visual Materials Reflecting a Civil Liberties Theme.

American Civil Liberties Union, New York, N.Y. Pub Date 76

Note—78p.; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Civil Liberties, Elementary Schools, Secondary Schools

This annotated bibliography lists 167 motion pictures, films, filmstrips, records, and cassettes, and includes 16 games and simulations for lower and secondary schools on the theme of civil liberties. Most materials are for secondary schools. The first section is divided into three subject areas: (1) the Supreme Court, (2) the Constitution, and (3) the Bill of Rights, which in turn, is subdivided into general, freedom of belief, due process of law, and equality before the law. Games and simulations are listed in two categories: the Constitution and the Bill of Rights. Materials are listed alphabetically by title within each section, and those with more than one subject area are cross referenced. Annotations are provided from distributors' catalogues; however, no dates of materials are given. Two indexes are included: (1) alphabetical listing of titles; and (2) alphabetical listing of distributors. (Author/KP)

ED 140 795

IR 004 840

Rocke, Hans Joachim

Analysis of the Data From a Technical Processing Cost Study.

Pub Date Jun 74

Note—126p.; Master's thesis in Librarianship, California State University of San Jose; Best copy available

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Charts, *College Libraries, *Costs, *Data Analysis, Graphs, *Library Technical Processes, Statistical Analysis, Statistical Data, Tables (Data), Unit Costs, *University Libraries

Identifiers—*California State University and Colleges

This study was conducted to analyze and summarize raw data obtained from a 1972 study: "Report on a Cost Study of Specific Technical Processing Activities of the California State University and College Libraries" with the hypothesis that the cost of technical processes increases as the production volume both rises above and falls below an optimal level. Mathematical, graphic, and statistical tools were used to

sort, visualize, and test the data and their relationships. The report records results in the form of graphs, tables, and charts, and discusses results in terms of their usefulness to the libraries supplying data. Emphasis is placed on the nature of time, cost and production measurements, and labor unit cost. No correlation was demonstrated to prove the hypothesis. The study concluded that labor unit cost is significantly complex to reflect more than the relationship between labor cost and production volume. A list of references supplementing the 1972 study is included. An outline of standardized technical processing activities, calculated time percentages for each library, activity flowcharts, data tables, graphs, and charts are appended. (Author/KP)

ED 140 796

IR 004 842

Svenonius, Elaine

The Integration of Information Science into the Library School Curriculum at the University of Western Ontario.

Pub Date Jan 77

Note—13p.; Paper presented at the annual meeting of the American Association of Library Schools (Washington, D.C., January 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Information Science, Information Scientists, Integrated Activities, *Integrated Curriculum, Librarians, *Library Programs, *Library Schools, *Library Science, Professional Education, Speeches

Identifiers—University of Western Ontario

The integration of information science into the library school at the University of Western Ontario was the theme of a talk delivered to ASIS in October 1976 and AALS in January 1977. Two problems arise in the pursuit of integration: (1) information exists in both book form and in some other form; e.g., machine readable form, and (2) theory and practice, i.e., information scientists tend toward theory while librarians tend toward practice. A combination of both is needed and is being undertaken at the University of Western Ontario by seminars conducted by team teachers from both disciplines and by the teaching of traditional courses such as cataloging, and classification and indexing as seminars. The school's program involves one year which is successful in the integration of theory and practice because it is geared towards the teaching of principles. (AP)

ED 140 797

IR 004 846

Slate, Mitchell Perry

Application of a Library Network Model: A Case Study of the Rolling Prairie Library System.

Pub Date 77

Note—107p.; Master's Thesis, University of Illinois at Urbana-Champaign; For related documents, see ED 101 667, ED 107 287, ED 124 179, ED 126 879, ED 134 201; Pages 26-28 and 53-55 will be marginally legible

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Case Studies, *Interlibrary Loans, *Library Networks, *Mathematical Models, *Policy Formation, Statistical Data, Systems Analysis, Tables (Data)

Identifiers—ILLINET, Illinois Library and Information Network, *Rolling Prairie Library System

This case study applies a mathematical model to the Illinois Library and Information Network (ILLINET) Rolling Prairie Library (RPL) System. Given certain dimensions, parameters, and operating policies of a library network, the model calculates probability of satisfying a request, average processing time, average total and unit costs, and average processing loads through the network. The study describes quantitatively how RPL headquarters attempts to satisfy a request, and considers the parameter requirements of the ILLINET model and data from a 12-week sample. It analyzes present policy, focusing on the effects of changes on fill rate/processing time, and the impact of filmed card catalogs on performance. Value oriented policies are defined in terms of strength, time, and compromise, and are analyzed for effects on systems performance. The study recommends: (1) requests waiting for missing or reserved documents be held only seven days and referrals be made automatically on a specified route to decrease average processing time; and (2) the filmed card catalog be used early in the referral route to decide participating libraries and query order. Essays on suggested routing of requests, data collection, and request classifications are appended. (KP)

ED 140 798

IR 004 858

Alfred P. Sloan Foundation Report for 1976.

Alfred P. Sloan Foundation, New York, N.Y.

Pub Date 76

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Annual Reports, Economic Research, Educational Technology, Engineering Education, *Foundation Programs, Neurology, Public Affairs Education

Identifiers—Alfred P Sloan Foundation

This Sloan Foundation report for 1976 discusses foundation activities in the three facets of the General Program—(1) Education for the Public Service, (2) Economics and Management, and (3) Science and Technology—as well as in three Particular Programs—(1) Minority Engineering Education, (2) Technology in Education, and (3) Neuroscience. The Foundation commits approximately 60% of its resources to the General Program and 40% to the Particular Programs. Also included in the report are lists of trustees, officers, staff, the President's Statement, miscellaneous news, policies and procedures, and a financial review. (STS)

ED 140 799

IR 004 865

National Commission on Libraries and Information Science. Annual Report to the President and Congress. 1975-1976.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 76

Note—94p.; For related documents, see ED 071 679, ED 088 505, ED 110 019, and ED 119 676; Some tables may be marginally legible due to small print of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-003-00324-4, \$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Annual Reports, Copyrights, *Information Science, Librarians, *Library Administration, *Library Education, *Library Expenditures, *Library Networks, *Library Programs, Library Services, Periodicals, *Public Libraries, Reprography, *State Libraries

Identifiers—National Commission Libraries Information Science

This is the fifth annual report of the National Commission on Libraries and Information Science (NCLIS), covering the period July 1, 1975-June 30, 1976. Supporting studies described include: the role of the Library of Congress in the national network; the impact of Federal funding programs on public libraries; a national inventory of library needs; and the volume and characteristics of library photocopying. Implementation activities reported are: National Policy Issue Conference; Continuing Library Education Network and Exchange (CLENE); National Bibliographic Control; State Library Agencies and the National Program; and Computer Network Protocol. Other activities are briefly discussed, e.g., the copyright compromise, cooperation with government agencies, regional library services, future plans, and administration and organization. Public Law 93-568, which authorizes the President to call a White House Conference on Library and Information Science, is appended, as are lists of Commission members, staff and committees, official resolutions of NCLIS, NCLIS publications, and a fiscal statement. (AP)

ED 140 800

IR 004 869

Yates, Dudley V.

An Analysis of the Bases Used By Library Evaluators in the Accrediting Process of the Southern Association of Colleges and Schools.

Pub Date Aug 73

Note—230p.; Ph.D. Florida State University

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Accreditation (Institutions), *College Libraries, Data Analysis, Data Collection, *Doctoral Theses, *Evaluation Criteria, *Evaluation Methods, Library Surveys, Questionnaires, *University Libraries

Identifiers—*Southern Association of Colleges and Schools

Seventy-seven of ninety library evaluators of the Southern Association of Colleges and Schools (SACS) responded to a 1973 questionnaire to determine: (1) if evaluative criteria used are based with an authority other than SACS; and (2) if certain methods, procedures, and techniques employed by evaluators could be used

to construct an ideal evaluator profile. Evaluators considered themselves competent and self-sufficient to evaluate libraries without strict adherence to SACS's standard. They expressed a need, however, for guidance from SACS through quantitative guidelines, check lists, and questionnaires, and have developed their own. A profile was constructed based on procedures used by evaluators. The study concluded that minimal guidance is given to evaluators, and that there is minimal communication between SACS and evaluators. The study recommended the SACS should: (1) produce and distribute publications to evaluators identifying differences between suggestions and recommendations; (2) give first-time evaluators copies of good past reports; (3) assign library evaluators to libraries and not other institutional aspects; and (4) make the library standard modern and flexible, containing normative data and quantitative guidelines. Further research on evaluator competency and other libraries and accrediting associations was recommended. Cover letter, questionnaire, and bibliography are appended. (Author/KP)

ED 140 801

IR 004 870

Duggan, Maryann

Training the Trainers to Train for Interlibrary Cooperation and Networking. Final Report.

Western Interstate Library Coordinating Organization, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 15 Jul 75

Grant—OEG-0-74-3937

Note—89p.; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Institutes (Training Programs), Interstate Programs, *Library Cooperation, *Library Networks, Regional Cooperation, Regional Libraries, *Training
Identifiers—United States (West)

This training institute on training, funded by the United States Office of Education, consisted of four phases: two periods of group learning interspersed with periods of field testing in 12 western states. Forty-six participants and twenty-five resource people and staff learned about the basic principles of interlibrary cooperation and institutional sharing through networking with the objective of stimulating the development of more relevant library services. Systems and networking concepts were introduced simultaneously with learning methodology and materials. Participants developed competencies in teaching strategies, interpersonal communication skills, and instructional technology, then applied their learning to train others in their home states. Lists of participants, resource people, and staff, as well as state plans, accomplishments, and activities are appended. (Author/KP)

ED 140 802

IR 004 871

Pearson, Karl M., Jr.

Providing Location Information for Colorado Library Resources.

Western Interstate Library Coordinating Organization, Boulder, Colo.

Spons Agency—Colorado State Library, Denver. Bureau No—LSCA-76B-1-14

Pub Date Mar 77

Note—72p.

Available from—Publications Unit, WICHE, P.O. Drawer P, Boulder, Colorado 80302 (Catalog No. 2B142, \$3.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Data Bases, *Feasibility Studies, Libraries, Library Automation, *Library Planning, Program Design, State Surveys, *Statewide Planning, *Systems Development, Union Catalogs
Identifiers—*Colorado

This report examines the feasibility of developing a Colorado statewide union data base to support cataloging, acquisitions, and interlibrary loan functions. It concludes that any data base developed should focus on providing location information for the state's library materials to support patron access to available resources. The title location data base should be supplemented with a directory of specialized resources and by access to on-line and other files containing location information. Functional specifications, a program overview, and implementation plan are offered for developing and maintaining a Colorado title location file for library materials. (Author)

ED 140 803

IR 004 872

Sharify, Nasser

The Pahlavi National Library of the Future: A Summary of Its Origin, Its Planning, Its Objectives and Its Services.

Pub Date Mar 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Library Planning, Library Services, *National Libraries, Program Design
Identifiers—(Iran), *Iran, *Pahlavi National Library

This report outlines planning activities of the Pahlavi National Library in Iran. Steps taken in the planning process include: proposal, recruitment of consultants and advisors, preparation of background papers, seminar on present conditions and beginning planning, preparation of position papers by consultants, and review. Descriptions are provided of the following organizational areas: (1) Office of Managing Director; (2) popular resources and services; (3) subject resources and services; (4) special resources and services; (5) Library of Medicine; (6) Center for Research in Islamic Studies; (7) library and information science faculty; (8) technical services; (9) operational support services; and (10) administrative support services. Lists of advisory council members and consultants are attached. (KP)

ED 140 804

IR 004 874

Palmer, Richard P.

Integrating Library Acquisitions with the Curriculum.

Pub Date 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Curriculum, College Faculty, Junior College Students, Librarians, *Library Acquisition, Library Cooperation, Library Instruction, *Program Coordination

A team of information professionals, attempting to link acquisitions to the curriculum, student assignments, and bibliographic instruction at a junior college, met with deans, department heads, and faculty to develop course syllabi and choose supportive library materials. The information professionals made available to faculty library materials for student classroom use. Classroom presentations in library instruction focusing on new acquisitions and current holdings relevant to courses were held, and students took subsequent library tours and completed library assignments. The team felt the librarian-faculty-student coordination was successful in identifying library materials to be used, in making faculty and students aware of library services and use, and in involving information professionals more directly in the educational process. Guidelines for writing performance objectives, instructional improvement activity assessment sheets, and action planning worksheets are attached. (KP)

ED 140 805

IR 004 876

Woolard, Wilma Lee B.

The Combined School/Public Library Concept: Will it Work?

Pub Date May 77

Note—136p.; MS, Illinois State University

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Community Size, Demography, Directories, Library Administration, *Library Cooperation, Library Programs, *Library Services, Library Surveys, *Public Libraries, *School Libraries, Surveys, Tables (Data)

This study investigates whether or not it is possible for communities to combine school and public libraries. It concerns itself with identifying the conditions and circumstances which appear to be most conducive to combining school and public libraries, and also with identifying certain strengths, benefits, weaknesses, and limitations of combined libraries. A survey questionnaire was sent to 94 libraries throughout the U.S. to secure information. Fifty-five libraries confirmed their status as combined facilities, and provided the data for the study. It was concluded that: (1) it is possible for school and public libraries to combine under certain circumstances; (2) communities with less than 10,000 residents which are in need of public and school facilities can provide optimum conditions for the development of combined facilities; (3) twenty-three different benefits were identified by residents among which were: better selection of materials, making library service available for the first time, elimination of

duplication of materials, availability of multimedia programs and services, better school-community relationships; (4) some weaknesses were identified, including failure of the board to define areas of responsibility and lack of coordinated leadership of governing boards. Brief descriptions of 14 exemplary programs and a "Directory of Combined Public/School Libraries in the United States" are also included. (Author/AP)

ED 140 806

IR 004 877

McKenna, Gerald

An Analysis of the Community and Public Library of Pawtucket, Rhode Island.

Pub Date 76

Note—309p.; For related documents, see ED 124 192, ED 125 629, ED 126 947, ED 134 179, ED 134 182 and ED 134 185-186

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Census Figures, *Community Characteristics, *Community Study, Diagrams, *Library Collections, *Library Programs, *Library Services, Maps, *Public Libraries, Tables (Data), *Use Studies
Identifiers—Rhode Island (Pawtucket)

This study is an evaluation and planning tool using information and techniques presented in a seminar conducted in 1975-76 called "Institute on Developing Dynamic Public Library Services Responsive to Community Needs." It is a synthesis and analysis of information available about the City and its Library. Presented in four parts, Part 1 analyzes the population, family size, income, marital status, school enrollment, and unemployment for the community. Part 2 analyzes the city of Pawtucket. Size, location, physical features, governmental structures and services, transportation patterns, and facilities are some of the factors that are reviewed. The Pawtucket Public library in the context of the city of Pawtucket and in the larger context of its role as the Regional Library Center for the Northern Interrelated Library System is described in Part 3. Library holdings, services offered, programs, resources, size, location, staff organization, departmental operations, and library users are all facets taken into consideration. The final part contains recommendations for improved services, growth, and expansion. (Author/AP)

ED 140 807

IR 004 878

Hounsell, Dai And Others

Personnel in Education and Training: A Survey of the Potential Market for Educational Information Services.

British Library, London (England). Research and Development Dept.

Spons Agency—Lancaster Univ. (England). Centre for Educational Research and Development. Report No—BLR&D No. 5326

Pub Date 76

Note—176p.; British Library Project on Experimental Information Services in Education Project SI/CT/011. Project report No. 1; Some parts may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Educators, Educational Administration, *Educational Planning, Educational Researchers, *Educational Supply, *Information Services, Librarians, Statistical Data, Tables (Data), Teacher Centers, Teacher Educators, *Training
Identifiers—United Kingdom

This report presents the results of a survey of personnel professionally employed in education and training within the United Kingdom in order to assess the potential market for information services in the field of education. The categorisation of personnel is based on a two-dimensional matrix in which one axis represents employer or employing institution while the other represents occupational category. The main results of the survey for each of the occupational categories are presented in turn. Individual tables, accompanied by textual commentary, provide data on sub-categories within the occupational groups. The totals derived from the individual tables are collated in a group table for each of the three occupational categories and then in a master table covering all occupational categories. Secondary or supplementary information which may be relevant to the planning of information services is also provided. (Author/BM)

ED 140 808

IR 004 879

Gale, Larrie E.

QAM: A Competency Based Need Assessment Methodology and Computer Program.

Pub Date Apr 77

Note—8p.; Paper presented at the annual meeting of the Association for Educational Communications and Technology (Miami Beach, Florida, April 26, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.Descriptors—Conceptual Schemes, Data Processing, *Educational Planning, Inservice Courses, Inservice Education, Job Skills, *Models, *Needs Assessment, Performance Based Education, Personnel Data, Personnel Evaluation, *Task Performance
Identifiers—Likert Scale

A needs assessment methodology is described which can be used (1) to assess the competencies required for functioning in a particular position, (2) to provide data for planning inservice and preservice educational programs, (3) to assess job performance, and (4) to provide information for personnel planners. Quadrants are formed using four variables (ideal expectations, real perceptions, high importance, and low importance) with need being defined as the discrepancy between the real and the ideal. The functions of the computer program, developed to handle large quantities of data as well as examples of diverse uses of the QAM (Quadrant Assessment Model), are described. (STS)

ED 140 809

IR 004 887

Rizzo, William A.

Demonstration and Evaluation of a Microfiche-Based Audio/Visual System.

Spons Agency—Naval Education and Training Command, Pensacola, Fla.; Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Report No.—TM 77-2

Pub Date Apr 77

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Audiovisual Aids, *Cost Effectiveness, Evaluation, *Microfiche, Training Techniques

The purpose of this study was to demonstrate the feasibility and cost effectiveness of a microfiche-based audio/visual facility and to solicit user opinions and recommendations regarding this medium. Twenty instructors and 20 trainees at the Basic Electricity and Electronics School, Orlando, Florida, reviewed four sound/microfiche programs and were asked to compare this medium with their experience using sound/slide programs. The microfiche medium was positively received by both groups. Recommendations for future development and use of sound/microfiche programs as well as comparative cost analyses are presented. (Author)

ED 140 810

IR 004 888

Higgins, Norman Rabe, Bonnie

Deriving Instructional Objectives for Teacher Corps Training Programs.

Pub Date Apr 77

Note—14p.; Paper presented at the annual meeting of the Association for Educational Communications and Technology (Miami Beach, Florida, April 27, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.Descriptors—*Cooperative Planning, Cooperative Programs, *Educational Objectives, Group Activities, Inservice Teacher Education, Parent Participation, *Performance Based Teacher Education, Preservice Education, Teacher Aides, *Teacher Education, Teacher Education Curriculum, Teacher Evaluation, *Teaching Skills, Teamwork, Training Objectives
Identifiers—Arizona State University, Teacher Corps

The collaborative procedures used to derive the instructional objectives for Arizona State University's Teacher Corps training programs for inservice teachers, preservice teachers, and teacher aides were time consuming and costly, but have resulted in increased respect and better working relationships between teachers, parents, and teacher educators. The instructional objectives developed by teachers, parents, teacher interns, and program developmental staff included observable teacher performance and usually included the qualitative characteristics of an acceptable performance. Objectives were based on teacher skills in three areas: (1) instructional

skills, (2) personal/interpersonal skills, and (3) setting related skills. Appended are: (1) a list of skills developed collaboratively, (2) the relationship of skills to objectives, and (3) teacher competencies review checklist. (STS)

ED 140 811

IR 004 892

Curtis, Ron

Understanding the Media.

Pub Date 76

Note—29p.; For related document, see IR 004 893

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.Descriptors—Activity Learning, *Change Strategies, Educational Change, *Educational Development, Educational Innovation, Educational Objectives, *Educational Policy, Elementary Secondary Education, Evaluation Needs, Film Production, Films, Film Study, Instructional Innovation, *Instructional Systems, *Mass Media, Media Technology, Propaganda, Radio, Radio Technology, Teacher Education, Teaching Skills, Television, *Visual Literacy
Identifiers—Media Now Project

The need has been established for classroom study of mass media form and content. As this need becomes more widely recognized, high quality, cost effective, and systematic educational materials must be developed. Teachers who possess characteristics and backgrounds amenable to media teaching must be trained in the use of these materials and in media teaching techniques. More research on the effectiveness of media study programs (such as that done in the Media Now course evaluation project) is needed. Descriptions of several media study programs presently in operation are included in the text. (STS)

ED 140 812

IR 004 893

Curtis, Ron

Media Competency.

Pub Date 75

Note—8p.; For related document, see IR 004 892

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.Descriptors—Activity Learning, *Change Strategies, Educational Change, Educational Innovation, Educational Objectives, Elementary Secondary Education, Film Production, Films, Individualized Instruction, Instructional Innovation, *Instructional Systems, *Mass Media, *Media Technology, Propaganda, Radio, Radio Technology, Television, *Visual Literacy
Identifiers—Media Now Project

The need to teach media competency in the schools in a systematic way has been largely unrecognized. The Media Now course of study provides an example of the type of instruction needed to teach the knowledge and skills necessary for informed media consumption and skilled media production. The course, which has been thoroughly tested and validated in the classroom, is built around performance objectives, learning by doing, and individualized instruction, and concentrates on the film, radio, and television media. (STS)

ED 140 813

IR 004 899

Adams, Dee Dee Cristan, Anita

A Classification Scheme for Textbook Collections in Teaching Materials Centers.

Pub Date 75

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.Descriptors—*Classification, Elementary Grades, *Guidelines, *Instructional Materials Centers, *Library Collections, Secondary Grades, *Textbooks
Identifiers—University of Texas at El Paso

The classification scheme for textbooks in the Education Library at the University of Texas at El Paso is described in this report. The scheme, developed to allow quick retrieval and yet give consideration to time and expense, is in card format, and (1) divides textbooks into Elementary (K-6) or Secondary (7-A); (2) further divides into general subjects; and (3) subdivides alphabetically by publisher, grade level, and edition. The format has been in use for one and a half years and is considered successful. A guide to the scheme is attached, including descriptions of guidelines for cataloging textbooks, call number building and examples, and tables on textbook numeric subject classification and textbook subject classification. (KP)

ED 140 814

IR 004 905

Warnar, Robert B. J. Calomeris, Peter J.

Foreign and Domestic Accomplishments in Magnetic Bubble Device Technology. Computer Science & Technology.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-1

Pub Date Jan 77

Note—56p.; Best copy available

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (C13.10:500-1, Stock No. 003-003-01724-8, \$1.10)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.Descriptors—Bibliographies, *Computer Science, Foreign Countries, *Technical Reports
Identifiers—Magnetic Bubble Devices

This document assesses the status of magnetic bubble technology as displayed by non-U.S. research and manufacturing facilities. Non-U.S. research and U.S. accomplishments are described while both technical and economic factors are addressed. Magnetic bubble devices are discussed whenever their application could impact future computer system design. Generally the magnetic bubble device can be applied to a computer system as a peripheral mass memory. Magnetic bubble devices are produced from either synthetic garnet or amorphous materials rather than from familiar silicon material. The document contains a significant bibliography to support certain main points which are supplemented by information supplied by the library of the Information Technology Division (ICST-NBS) and from private interviews with various U.S. technical experts. (Author)

ED 140 815

IR 004 906

Wood, Helen M.

The Use of Passwords for Controlled Access to Computer Resources. Computer Science & Technology.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-9

Pub Date May 77

Note—60p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (C13.10:500-9, Stock No. 003-003-01770-1, \$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.Descriptors—Annotated Bibliographies, Computer Science, *Dial Access Information Systems, *Identification, Man Machine Systems, Networks, *On Line Systems, *Security
Identifiers—Passwords

This paper considers the generation of passwords and their effective application to the problem of controlling access to computer resources. After describing the need for and uses of passwords, password schemes are categorized according to selection technique, lifetime, physical characteristics, and information content. Password protection, both in storage and transmission, is dealt with in the next section, followed by brief sections on current implementations and cost considerations. A glossary and an annotated bibliography of all referenced material are included. (Author)

ED 140 816

IR 004 907

Lawson, Robin Edgar

Politics and Diffusion Strategies for Instructional Development in Higher Education.

Pub Date Apr 77

Note—24p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Miami Beach, Florida, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Policy, College Faculty, *Diffusion, Educational Innovation, *Higher Education, *Instructional Design, Instructional Innovation, *Politics, Projects, *Surveys, Teacher Administrator Relationship

Approximately thirty instructional development projects at a range of institutions of higher education were identified and analyzed in relation to political and administrative control factors. Preliminary data from this survey are not encouraging to the professional instructional

developer. Innovative and aggressive teaching faculty from the subject area disciplines, or high level academic officers, seem to play a larger role in the development of new programs than formally trained developers. Data also indicate that, although faculty were sometimes given rewards of money or release time, personal commitment to projects appeared to be more important in ensuring success. This study graphically demonstrated that instructional development as a systematic approach to solving educational program problems is dependent upon the efficiency of the communication and management systems within a given institution. Without interrelation of communication, management, and instructional decision-making systems, projects may anticipate confusion, delays, frustration, and eventual failure. (Author/WBC)

ED 140 817 IR 004 914

McEwen, Hazel E., Ed.
Management of Data Elements in Information Processing. Proceedings of a Symposium (2nd, Gaithersburg, Maryland, October 23-24, 1975). National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Spons Agency—American National Standards Inst., Inc., New York, N.Y.
Report No.—PB 249530
Pub Date Oct 75

Note—275p.; For related document, see ED 093 370; Not available in hard copy due to print quality of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SD Cat. No. C13, MF \$2.25, HC \$9.25)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Codification, Computer Science, Data Bases, *Electronic Data Processing, *Information Processing, Information Systems, *Management, Medicine, Merchandise Information, On Line Systems, Post Secondary Education, *Standards, Symposia, Telecommunication

Identifiers—American Standard Code Information Interchange, Data Element Dictionary Directory

Continuing technological advances in computers and communications make possible the integration of data systems and the exchange of data among them on an expanding scale. However, the full effect of these advances cannot be realized unless the need for uniform understanding of the common information (data elements) and their expression in data systems is recognized and a means provided to effectively manage this information. The increasing interrelationships among the data systems of Federal, State and local governments, and with industry and the public add emphasis and dimension to the need for the improved management of data elements in information processing. These Proceedings are for the second Symposium on the Management of Data Elements in Information Processing held at the National Bureau of Standards on 1975 October 23-24. Over 300 representatives of Federal and State governments, industry and universities from 29 states, from Japan, and the United Kingdom were in attendance. Twenty-nine speakers discussed the role of the data manager, communications needs for data standards, data element directories, standard codes for character and control, use of check characters, data elements in bibliographic data bases, product coding, coding for clinical medicine, human factors, data resource management, data base management systems, and other subjects related to data standardization and data management efforts. (Author)

ED 140 818 IR 004 916

Enster, Joanne R.
Community College Library Cooperation: A Behavioral and Dynamic Model.

Pub Date 77
Note—81p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Behavior Patterns, Community Colleges, *Interlibrary Loans, *Junior College Libraries, *Library Cooperation, *Library Research, Library Surveys, Models, Questionnaires

Identifiers—*Computer Simulation, *Washington

This study examined the psychological and behavioral determinants of community college library cooperation, primarily through interlibrary loans, in the Washington Community College Library Cooperative. Fifty-nine of ninety-one Washington community college library professionals responded to a questionnaire on attitudes and expected behaviors. A dynamic computer simulation model incorporated organizational and behavioral variables over time to their effect on the organization's utility and future existence. Respondents felt that cooperation is valuable and will increase in importance during the next five years. Applying the criterion that a cooperative activity will be included if 65 percent or more of respondents are in favor of it, the study concluded that the decision group, composed of library directors, selects different options than does the user group of library professionals in the system. Successive tests using the computer simulation indicated that the behavior of individual library professionals, seeking to maximize their libraries' return from cooperative behavior, may contribute to the ultimate overloading and collapse of the cooperative system. A bibliography is appended. (Author/KP)

ED 140 819 IR 004 918

Shannon, Michael O.
Legal Literature Survey: A Bibliography for a Workshop on Unraveling Government and Legal Documents.

Pub Date 77
Note—43p.; Prepared for the Annual Convention of the Special Libraries Association (New York City, N.Y., 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bibliographies, Constitutional Law, Federal Courts, Federal Government, *Government Publications, Law Libraries, *Laws, Laymen, *Legislation, Librarians, Libraries, Library Collections, *Reference Materials

This bibliography is an attempt to provide an introduction to the literature of law, and a guide for the librarian in the non-legal collection. It is selective, with emphasis on acquisition tools, bibliographies, organization manuals, and legal reference books, including guides to research, dictionaries, directories, and manuals for legal secretaries. Listed are some of the chief source books relating to constitutional law, legislation, court reports, digests, practice, encyclopedias, citators, form books, restatements, administrative law, and looseleaf services. Materials relating to the legislative process are treated more extensively. Some hornbooks, casebooks, and secretarial reference sources have been included for the small or specialized collection lacking the larger sets. To illustrate the organization of legal and specialized services, a section on taxation is treated more fully. A final section contains a potpourri of books that may be of interest to the layman, family man, and consumer. It is not intended to cover international or foreign law, comparative law, or law as practiced in the individual states. Also omitted is legal history. Highly recommended books are starred. (Author)

ED 140 820 IR 004 921

Davies, Jim
National Foundation for Educational Research in England and Wales. Information Services.

Pub Date Nov 76
Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Research, *Information Centers, *Information Dissemination, *Information Networks, *Information Services, *Program Descriptions

Identifiers—National Foundation for Educational Research

The National Foundation for Educational Research (NFER) information services are described and examined from the viewpoints of "networks and networking"; the genesis, growth and functions of "Information Analysis Centres"; the "invisible college"; and the "gatekeeper" concept. Within the description, a distinction is made between the activities of the Information Division and the total information services of the Foundation. The Information Division provides core information services, but the examination of NFER's role in the dissemination of information is not restricted to this division's work, as it is held that a major activity of the Foundation and its publishing arm is the dissemination of information. It is concluded that these developments and

concepts have firmly established themselves within the overall information services of the NFER. (Author/AP)

ED 140 821 IR 004 923

Gentner, Donald R. Norman, Donald A.
The Flow Tutor: Schemas for Tutoring. Technical Report No. 7702.

California Univ., San Diego. Center for Human Information Processing.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date May 77
Contract—N00014-76-C-0628

Note—40p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Artificial Intelligence, *Computer Assisted Instruction, Educational Technology, Individual Instruction, *Programed Instruction, *Programed Tutoring, Programming Languages, Technical Reports, Tutorial Programs, *Tutoring

Identifiers—Automated Tutoring, Flow

A human tutor must have a plan of instruction, but be able to deviate from the plan when the student behavior calls for changes. This paper presents observations of human tutors and describes the FLOW tutor system, a computer-based simulation of a human tutor that is capable of giving advice to a student learning a simple computer language. The tutor has a schema-based knowledge structure containing information about the programming language, the student's instruction booklet, and the student's developing knowledge. These schemas form the basis of a distributed intelligence system which uses conceptually guided and data-driven processing to interpret the student's behavior, update the model of the student, and give advice to the student. (Author)

ED 140 822 IR 004 925

College Library Program. A Proposal.
Kentucky Univ., Lexington. Univ. Libraries.

Pub Date Mar 74
Note—12p.; For related document, see ED 126 900

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Coordinators, Grants, Library Instruction, *Library Planning, *Library Programs, *Program Proposals, Undergraduate Study, *University Libraries

Identifiers—*University of Kentucky

A second draft of the University of Kentucky libraries proposal to the Council on Library Resources describes in detail how the grant would be used. A position of Library Service Coordinator is proposed, with librarian acting as liaison to the General Studies program. This would enable the library to contribute to undergraduate education, and encourage use of the library through teaching segments of courses on library skills and advising faculty and students on research papers. A model shows the role of the coordinator in Western Literature, Philosophy, History, and Classics courses. The University of Kentucky library administration plans simultaneous library instruction to complement the proposed program. Objectives, functions, and working relationships of the coordinator; reports, performance, and evaluation criteria; tentative schedule; and budget are appended. (Author/KP)

ED 140 823 IR 004 926

Proceedings of a Seminar on Career Trends in Communication (Washington, D.C., June 26-27, 1975).

Council of Communication Societies, Silver Spring, Md.

Pub Date Jun 75

Note—40p.; Some parts may be marginally legible due to small type

Available from—Council of Communication Societies, P.O. Box 1074, Silver Spring, Maryland 20910 (\$2.00, prepaid, \$3.00, if invoiced.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Change, *Career Opportunities, *Career Planning, *Communications, Conference Reports, Employment Opportunities, *Employment Trends, *Seminars

This seminar, conducted to provide executives, officers, and directors of communication associations with a better understanding of future com-

munication careers, as an aid in planning career related association activities. Analyses and studies are included on the impact of the future environment on the communication field, future United States manpower demands and implications, employment perspectives in business and technical writing, career placement in communication, career trends in broadcasting, and survey of trends in speech communication on Ph.D. programs. (Author/KP)

ED 140 824 IR 004 927

Annual Report of the Librarian of Congress.

Fiscal Year Ending June 30, 1973.

Library of Congress, Washington, D.C.

Pub Date 74

Note—179p.; Some parts may be marginally legible due to small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (ISSN-0083-1565)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Annual Reports, Data, Library Administration, Library Programs, Library Services, National Libraries

Identifiers—*Library of Congress

Activities and developments in the Library of Congress (LC) for the fiscal year ending June 30, 1973 are outlined in this annual report. Projects and accomplishments are described in sections on: processing, the Congressional Research Service, reference, the Law Library, administration, and the Copyright Office. The appendices include: (1) summary of the LC Trust Fund Board annual report; (2) tables, charts, and lists on acquisitions, cataloging, card distribution, photoduplication, reader services, services to the blind and physically handicapped, preservation and restoration, employment, legislation, and financial statistics; and (3) lists of exhibits, concerts, lectures, and LC publications. A combined name and subject index is provided. (KP)

ED 140 825 IR 004 928

Annual Report of the Librarian of Congress.

Fiscal Year Ending June 30, 1972.

Library of Congress, Washington, D.C.

Pub Date 73

Note—161p.; Some parts may be marginally legible due to small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 3000-00066, \$3.85)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Annual Reports, Library Administration, Library Programs, Library Services, National Libraries

Identifiers—*Library of Congress

This report describes the major accomplishments and projects of the Library of Congress (LC) for the fiscal year ending June 30, 1972. Chapters cover activities and projects in the areas of: (1) processing; (2) the Congressional Research Service; (3) reference; (4) administration; and (5) the Copyright Office. The appendices include: (1) annual report of the LC Trust Fund Board; (2) statistical data tables for acquisitions, cataloging, card distribution, photoduplication, reader services, services to the blind and handicapped, preservation and restoration, employment, legislation, and financial data; and (3) listings and schedules of exhibits, concerts, lectures, programs, and publications. A combined name and subject index is attached. (KP)

ED 140 826 IR 004 929

Canadian Theses on Microfiche. Catalogue: Supplement No. 20.

National Library of Canada, Ottawa (Ontario).

Pub Date May 77

Note—127p.; For related document, see ED 136 836

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Bibliographies, *Catalogs, *Doctoral Theses, *Masters Theses, Microfilm

Identifiers—*Canada, National Library of Canada

This catalog contains a numerical listing of Canadian microfiche theses selectively submitted to the National Library by 30 participating universities. Ordering information is provided for obtaining copies from the National Library or through local interlibrary loan. Subject indexes are published separately in Canadiana and Canadian Theses/Theses Canadiennes. (Author/KP)

ED 140 827 IR 004 930

EUDISED Project: Present State and Development Prospects.

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DESC-DOC-77-9

Pub Date Mar 77

Note—17p.; For related document, see ED 135 347; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Information Networks, *Information Systems, *International Educational Exchange, Meetings, Program Development, *Research and Development Centers

Identifiers—EUDISED, *European Documentation and Information System

A summary of the European Documentation and Information System for Education (EUDISED) March 1977 meeting describes the present state of the project and discussion of suggestions for future development. The preparatory phase of the project will be concluded in 1977 and ready for implementation; however, the present financial situation makes it impossible to implement EUDISED in its totality. The most advanced part of the system is EUDISED research and development. EUDISED audiovisual materials program has improved information exchange in audiovisual teaching and learning aids, and a meeting will take place of active national agencies to establish a network. EUDISED is not yet ready to implement the educational periodicals program. Topics also considered are the Multi-Lingual Thesaurus, data processing, publication of bulletins, and selection criteria for research and development. A directory of meeting participants is appended. (Author/KP)

ED 140 828 IR 004 931

SOLINET Annual report 1975-1976.

Southeastern Library Network, Inc., Atlanta, Ga. Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.; Council on Library Resources, Inc., Washington, D.C.

Pub Date 76

Note—53p.; For related document, see ED 121 308

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annual Reports, *Cataloging, Interstate Programs, *Library Automation, *Library Networks, Training

Identifiers—*Southeastern Library Network

The third annual report of the Southeastern Library Network (SOLINET) notes the year's progress in membership installation, training, installation of new terminals, increased utilization of the system, growing concern for users' needs, development of the technical program, and improved fiscal position. The year was marked by setbacks, however, due to technical problems which were compounded by OCLC computer operations' move to a central location. The report notes the initial steps the network is taking to meet future demands for increases in size and number of functions performed. Developments in operations, membership, system utilization, training, and the technical program—assembly technical staff, identifying objectives and drafting the program—are outlined. A summary of the actions of the Board of Directors; data on membership, equipment, use of shared cataloging, personnel changes, and publications; lists of network, board, staff, and committee members; and the network's bylaws and financial statements are appended. (KP)

ED 140 829 IR 004 932

Wedgeworth, Robert

Report of the Advisory Group on Libraries to the Librarian of Congress.

Pub Date 11 Feb 77

Note—20p.; For related document, see ED 135 389

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Advisory Committees, Library Administration, Library Networks, *Library Planning, *Library Role, Library Services, National Libraries, *Program Improvement

Identifiers—*Library of Congress

This selective review of the Library of Congress (LC) prepared by the Advisory Group on Libraries in 1976 makes recommendations from the perspective of the library community. It emphasizes the general educational and cultural role of the LC, stressing the importance of making the public aware of LC services to expose the

concept of the LC as central in a national network of libraries. The report also covers the areas of bibliographic services, reader services, international role, and the LC and North American library community. It notes that the LC must press for realization of a coherent national bibliographic system, that specialized data bases could be used as foundation for a generalized national information and retrieval service, that the LC must promote greater international cooperation, and that advisory mechanisms from the library community are needed to improve the continuity and utility of the LC. (KP)

ED 140 830 IR 004 933

Gray, Martha M.

Computers in the Federal Government: A Compilation of Statistics.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-7

Pub Date Jun 77

Note—52p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 003-003-01780-9, \$1.60)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Agencies, *Capital Outlay (for Fixed Assets), *Computers, Computer Science, Costs, Data Collection, *Electronic Data Processing, *Federal Government, Government (Administrative Body), Government Publications, Graphs, Information Science, *Mechanical Equipment, *Statistical Data

The material in this report is a compilation of some of the data on the status of computer technology in the Federal Government. This compilation is a combination of existing statistics from Federal Government and computer industry sources, and original statistics based on these sources. Information is included on numbers of computers installed in the Federal Government, dollar value of computers installed, numbers of computers installed by agency, Federal ADP costs by agency and minicomputers in the Federal Government. (Author)

ED 140 831 IR 004 936

Stepas, Patricia Ann

To Determine Whether Videotape Instruction is More Effective for Learning than the Traditional Didactic Approach.

Pub Date 5 Apr 77

Note—72p.; 64p; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Audiovisual Instruction, Criterion Referenced Tests, Instructional Technology, *Learning Theories, Post Testing, Pretests, Questionnaires, Student Characteristics, *Testing, *Undergraduate Study, *Video Tape Recordings

This study was designed to provide Widener College with data to determine whether videotape instruction was more effective for learning than the traditional didactic approach. Thirty-one students, enrolled in the junior year of the baccalaureate program in nursing at Widener College, participated in the study. A criterion-referenced pre-test was given to the 31 students. Then the class was randomly divided into two groups. Fourteen students in Group A viewed the videotape on the Administration of the Denver Developmental Screening Test while 17 students in Group B received the same information by the didactic method. The students were given the opportunity to administer the Denver Test to a child in the clinical area. The two groups were given a posttest to measure learning gain. Both groups improved their scores on the posttest, although there was more of an increase in Group B than in Group A. Since both methods produced learning on the posttest, and the students seem to favor the videotape presentation, the videotape method with an instructor present for discussion appeared to be a viable method for this course. Recommendations are made for further study. (Author/BM)

ED 140 832 IR 004 938

Mochida, Paula

Citation Survey of Education Literature.

Pub Date 76

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographic Citations, Educational Resources, Library Collections, Library Standards, *Library Surveys, *Periodicals, University Libraries
Identifiers—*University of Hawaii

This survey was undertaken to determine what subject areas would need to be supplemented, should the "L" holdings of the Graduate Collection be transferred to the undergraduate library to form an "education collection" at the University of Hawaii, and to determine how well the libraries meet standards in providing resources to adequately support instruction, research, and educational programs. Fourteen representative journal titles were selected in seven specialized areas, using periodical guides. Number of references and call numbers were recorded for cited titles in bibliographies of the first article in the first and third 1975 issues. Journals and monographs were referred to approximately an equal number of times, and four subject disciplines accounted for over 75 percent of the literature covered by educational journals: (1) education; (2) psychology; (3) sociology; and (4) political science. The graduate library held 24 of 25 titles cited at least twice in the subject areas of education, psychology, and sociology. The study concluded that the libraries have resources to adequately support research in education, and that material in psychology is needed to supplement the "L" materials in the education collection. (Author/KP)

ED 140 833

IR 004 940

Little, Robert D. And Others

The Availability of Media in Library Schools.

Pub Date 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Aids, *Library Education, *Library Material Selection, *Library Schools, *Media Selection, Media Specialists, Questionnaires, *Tables (Data)

Data is presented on the use and availability of media in library education programs. Information was collected from a questionnaire sent to institutional and associate institutional members of the Association of American Library Schools in 1975. The questionnaire was designed to determine the scope, size, and organization of the media collection in library education programs. Tables indicate the location of the media used, the types and quantity of media available, the organization of the media, the housing of the media, the sources used for obtaining films, the services available to assist in the use of media, and the assistance given faculty members in the production of media materials. A copy of the questionnaire is appended. (Author/AP)

ED 140 834

IR 004 941

Trammell, Georgia R., Comp.

The Multihandicapped: A Selective Bibliography of Non-Print Materials.

Washington State Library, Olympia.

Pub Date Jun 76

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Handicapped

This bibliography of films, records, audiotapes, and slide tapes on the multihandicapped lists available titles of interest to staff working in Washington multihandicapped programs. Entries are arranged alphabetically by title and contain information on type and date of material, source of availability, and content descriptions. The materials are for use in planning training programs for care, treatment, and rehabilitation of multihandicapped individuals. (Author/KP)

ED 140 835

IR 004 942

Trammell, Georgia R., Comp.

The Multihandicapped: A Selective Bibliography of Non-Print and Print Materials.

Washington State Library, Olympia.

Pub Date Dec 76

Note—67p.; Revised edition

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Handicapped, *Publications

This 1976 revised edition lists materials on the multihandicapped in two parts. Part one consists of non-print materials—16 mm films, Braille magazines, audiotapes, slide-tapes and records—presented alphabetically by title and including information on date and type of material, availability,

and content description. Part two lists citations of articles, books, and papers in the areas of general multihandicaps, the blind, the deaf, mentally disturbed, offenders, and retarded. The materials are of interest to staff working in multihandicapped programs and research, and are for use in planning training programs for care, treatment, and rehabilitation of multihandicapped individuals. (Author/KP)

ED 140 836

IR 004 943

Parsons, Richard, Comp.

Guide to Specialized Subject Collections in Maryland Libraries.

Baltimore County Public Library, Towson, Md.

Pub Date Jul 74

Note—348p.; Second edition, revised and enlarged

EDRS Price MF-\$0.83 HC-\$1.07 Plus Postage.

Descriptors—*Directories, Interlibrary Loans, *Libraries, *Library Collections, *Library Guides, *Library Materials, Library Services Identifiers—*Maryland

This 1974 revised edition of the "Guide to Specialized Subject Collections in Maryland Libraries" contains three parts. Part one is a description of each library's collections and services, giving address, telephone number, hours, name of administrator, interlibrary loan and duplicating service, policies, and unique holdings. Part two is an alphabetical arrangement (following "New Serial Titles" and "Union List of Serials," 3rd edition entries) of abstracts, report series, bibliographies, and indexes, listing the libraries in which they are held. Part three is an index to the subject emphases, academic programs, or unique collections in the libraries. The primary purposes of this directory are to facilitate the direct and indirect interlibrary loan of materials and to encourage the increased sharing of information and referrals between libraries. (Author/KP)

ED 140 837

IR 004 944

Sarif, Nasser

Directory of Chairpersons of Country Resource Panels.

American Library Association, Chicago, Ill. Office for Library Education.

Pub Date 75

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Chief Administrators, *Directories, Foreign Countries, *International Programs, *Library Education

This directory contains names and addresses for the coordinator and 30 chairpersons of Country Resource Panels of the International Library Education Committee of the Library Education Division, American Library Association. Each chairperson is listed alphabetically by the country represented. (KP)

ED 140 838

IR 004 945

Correspondence and Home-Study Courses in Librarianship.

American Library Association, Chicago, Ill.

Pub Date Oct 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Continuation Education, *Correspondence Courses, *Home Study, *Library Education, Library Programs, *Library Schools, *Program Descriptions

A list of correspondence courses in librarianship was compiled during 1975-76 from various catalogs received by the A.L.A. Library Education Division. Information for each home study course listed includes: (1) a brief description of the course; (2) the name and address of the university or association offering the course; (3) credits available; and (4) tuition and other costs. (AP)

ED 140 839

IR 004 946

Notes on Professional Education for Librarianship in the United States.

American Library Association, Chicago, Ill.

Pub Date Oct 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Foreign Students, Higher Education, *Library Education, *Library Programs, *Library Schools, *Library Science

This outline, which briefly describes the American system of education with major emphasis on professional library education, was designed for the foreign student interested in pursuing a graduate degree in library science. Specific topics in-

clude the A.L.A. accreditation system for library schools, the semester system, application and admission procedures, and scholarships and fellowships that are available from library schools. (AP)

ED 140 840

IR 004 947

Guide to Library Placement Sources.

American Library Association, Chicago, Ill.

Pub Date 77

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Employment Services, Information Sources, *Job Placement, *Librarians, Libraries, *Library Guides

This guide updates the listing in the 1976 "Bowker Annual of Library and Book Trade Information" with information on new joblines, new services, and changes in contacts and groups listed. Sources listed primarily give assistance in obtaining professional positions; a few indicate assistance for paraprofessionals, although they are usually recruited through local sources. Sections list general sources, library joblines, special library associations and groups, state library agencies, state and regional library associations, library schools, federal library jobs, overseas, freelance librarianship, library personnel interchange, and job hunting. (Author/KP)

ED 140 841

IR 004 948

Guidelines for Maximum Use of the Washington Library Network Resource Directory to Increase Its Effectiveness as a Reference and Bibliographic Tool.

Washington State Library, Olympia.

Pub Date 18 Jan 74

Note—7p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Guidelines, Information Utilization, Libraries, Library Networks, *Manuals, Reference Materials, *Resource Guides Identifiers—*Washington, *Washington Library Network Resource Directory

This report presents guidelines for effectively using the Washington Library Network Resource Directory. A description of the Directory is followed by instructions for use of each of the four parts: the register, authors, titles, and subject volumes. Unique features, e.g., variant call numbers, location symbols, Washington State documents, serials and audiovisual materials, LC filing rules, and comprehensive punctuation and filing, are explained, and basic tips for using the directory are given. (KP)

ED 140 842

IR 004 950

Abstracts of Papers Presented at the April 1977 Convention of the Association for Educational Communications and Technology, Research & Theory Division.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.

Pub Date Apr 77

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, Communications, Conference Reports, *Educational Research, Educational Technology, Research Reviews (Publications)

Identifiers—*Association Educational Communications Technology

The 25 abstracts in this collection were prepared for the Research Papers Presentations at the April 1977 Association of Educational Communications and Technology Convention in Miami Beach. The abstracts are organized alphabetically by author, and most contain information about the purpose, methodology, results, and conclusions of the research study abstracted. (STS)

ED 140 843

IR 004 951

Straumanis, Joan
Logic and Simulation.

Pub Date Apr 77

Note—10p.; Paper presented at the annual meeting of the American Educational Research Association (New York, N.Y. April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Artificial Intelligence, *College Students, *Computer Assisted Instruction, Computer Programs, Feedback, *Individualized Instruction, Instructional Innovation, *Logic, *Simulation

A major problem in teaching symbolic logic is that of providing individualized and early feedback to students who are learning to do proofs.

To overcome this difficulty, a computer program was developed which functions as a line-by-line proof checker in Sentential Calculus. The program, DEMON, first evaluates any statement supplied by the student to see whether it is well-formed; second, it checks each line of the student's proof to determine whether it is a legitimate inference from the premises and earlier lines of the proof. This program, combined with a second which offers drill and feedback on translating English to and from logical symbols, is the key part of an integrated computer assisted curriculum in informal and formal logic. It is argued that these "simulations" of logical processes, in conjunction with the CAI approach, enable college students to acquire an understanding of symbolic logic more quickly and at a higher level than courses using more conventional methods. (Author/BM)

ED 140 844 IR 004 954

Kennedy, Beth T. McGinty, John
A Regression Model for Selection of Games to Enhance Problem Solving and Personality Skills in Young Children.

Pub Date 77

Note—10p.; Paper presented at the annual meeting of the American Educational Research Association (New York, N.Y., April, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Early Childhood Education, *Games, Multiple Regression Analysis, Personality Development, Predictor Variables, Primary Education, *Problem Solving, *Research. This study reports the results of research on analyses of game difficulty. Predictor variables were number of rules, spaces, and pieces necessary to play a game. Criterion variables were related to the child's ability to play successfully, and numbered eight. Data were subjected to multiple regression analysis, leading to the conclusion that it is feasible to predict the appropriateness of a game for providing practice in specific skill areas from physical descriptors of the game. (Author)

ED 140 845 IR 004 955

Catline, James E.
Software for Managing the Process of Manpower Training for Economic and Industrial Development.

GTE Sylvania Training Operations, Waltham, Mass.

Pub Date 1 Apr 77

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cross Cultural Training, *Developing Nations, *Economic Development, English (Second Language), *Foreign Students, Human Resources, Language Instruction, Management Development, *Manpower Development, On the Job Training, Performance Based Education, *Training, Transfer of Training, Vocational Education

This document discusses the training capabilities, software, and related products of GTE Sylvania Training Operations (STO). With the rapid emergence and development of the Third World, the technical knowhow of large manufacturing industries has become a marketable commodity in the international transfer of technology. Manpower training and human resource development are considered essential to this transfer, to provide qualified specialists to take over the operation of factories, businesses, and institutions of higher education in the developing nation. STO has developed a number of curricular materials and evaluation instruments for its training programs, which are available and can be useful to technical and language training programs, whether academic, commercial, or industry-related. These include an English Proficiency Test, a Language Competency Scale, an Oral Interview Rating System, a Cross-Cultural Orientation Course, a Modern Concepts of Management Course, Applied Sciences Aptitude Test Batteries, and English for Special Purposes Curriculum. Intensive Courses in several languages, and other useful materials discussed in this document. (Author/BM)

ED 140 846 IR 004 960

Williams, David Brian Beasley, L. Sue
Computer Information Search and Retrieval: A Guide for the Music Educator.

Pub Date Nov 76

Note—26p.; Reproduced from best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Computers, *Data Bases, Information Processing, *Information Retrieval, Information Science, Information Seeking, *Information Sources, Information Systems, *Music Education, *Search Strategies

This report examines the features of computer information systems, differentiating between data files, search systems, and computer information organizations. An annotated listing is provided of those computer information retrieval files of interest to the music education researcher. This listing is divided into five categories: (1) music and music education, (2) education, (3) the sciences, (4) engineering and technology, and (5) special interest areas. Four alternative means for initiating a computer information search are suggested. (STS)

ED 140 847 IR 004 963

Walter, James E.

Continuation of the Dissemination/Implementation of Individually Guided Education 1974-1975. Technical Report No. 402.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Contract—NE-C-00-3-0065

Note—259p.; Report from the Project on Multiunit School-Elementary

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Child Development, Formative Evaluation, Individual Development, *Information Dissemination, Institutes (Training Programs), *Program Descriptions, Project Applications, State Programs, *Transfer of Training, Workshops

Identifiers—*Individually Guided Education

This report describes activities related to establishing and providing technical assistance to nine new state Individually Guided Education (IGE) networks, providing technical assistance to fourteen state IGE networks operating prior to July 1974, conducting fifteen leadership workshops and establishing four regional IGE institutes. Attention is given to: (1) the need for establishing extraorganizational facilitative environments for IGE schools; (2) a description of the model for state IGE networks and a discussion of how this model is being applied in 23 states; (3) strategies and conditions for implementing IGE in urban and inner-city schools; (4) the national element of the facilitative environment for IGE with the emphasis on the four IGE institutes; (5) leadership development activities and workshop evaluation; and (6) an assessment of the major elements in the IGE facilitative environment. (Author/DAG)

ED 140 848 IR 004 967

Nordenstreng, Kaarle

Mass Media and Developing Nations: A Global Perspective of the Present State of Mass Communication and Its Research.

Pub Date 74

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Broadcast Industry, Communication Problems, Developed Nations, *Developing Nations, Economic Development, Foreign Culture, *Global Approach, Information Dissemination, Information Needs, Information Networks, International Education, *International Studies, *Mass Media, Political Science, *State of the Art Reviews

Four features characterize the current global scene in mass communications: (1) an imbalance of resources between industrialized and developing countries, (2) an imbalance of information flow between countries, (3) an irrelevance of media content to the social and cultural problems of the Third World, and (4) a considerable impact on the operation of the mass media by the type of social system in a country. The present is a time of great potential for the development of more effective mass media. In order to realize this potential, a reappraisal of past theories and practices, as well as a realization of the interrelationship between political, economic, and communications systems, is needed. (STS)

ED 140 849 95 IR 004 968

Miller, W. Tom

Seattle Community Learning Center Demonstration Project. Final Report.

Washington State Library, Olympia.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date Apr 73

Grant—OEG-0-72-1477

Note—110p.; Some pages may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Adult Education Programs, *Community Information Services, Community Involvement, Extension Education, *Outreach Programs, Program Development, *Resource Centers, Summative Evaluation

This is the final report of the Seattle Community Learning Center. The objectives of the project were to extend education and social outreach to members of the community not presently served in adult basic education, occupational skills, childcare, health assistance, family counseling, recreation, and social service referral. The project involved a joint venture in community and governmental participation to provide services and activities for the benefit of the total community. The report summarizes the project activities including progress in project design and development, community involvement, educational and social service concepts and the development of library and informational resources, technological systems concepts and governance considerations. Projected operational requirements showing estimated costs and implementation funding sources are included, as well as recommendations for project continuance or similar planning projects. (Author)

ED 140 850 IR 004 970

Wax, David M. Vaughan, Patricia E.

Northeast Academic Science Information Center (NASIC). Final Report.

New England Board of Higher Education, Wellesley, Mass. Northeast Academic Science Information Center.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 76

Grant—SIS-7308366, GN-37296

Note—117p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Bibliographies, Computer Oriented Programs, *Educational Programs, *Information Centers, Information Services, Instructional Materials, *Library Technical Processes, Machine Translation, *Material Development, *Program Development, Summative Evaluation, University Libraries

Identifiers—*Northeast Academic Science Information Center

The Northeast Academic Science Information Center (NASIC) was developed to promote the increased and more effective use of machine-readable bibliographic information resources to support the information needs of the academic research community of the Northeast. NASIC was involved with the continued testing and evaluation of available computer-based information services; extensive marketing of information services to a significant portion of the academic community of the Northeast; the development of training materials and programs to enable academic libraries to provide the intellectual interface vital to the effective utilization of machine-readable information services; and the development and implementation of managerial arrangements that would allow for the maximum utilization of computer-based information services in the Northeast consistent with the continuing existence of NASIC as a self-supporting program. A prominent aspect of NASIC was its effective training program as well as the development of administrative and reference materials. (Author/DAG)

ED 140 851 IR 004 978

Thomas, Diana M.

Integration of Information Science in UCLA's Two-Year Program.

Pub Date 77

Note—8p.; Paper presented at the annual meeting of the Association of American Library Schools (Washington, D.C., January 28-30, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Graduate Study, *Information Science, *Integrated Curriculum, Library Education, Library Programs, Library Schools, Library Science, *Program Descriptions

Identifiers—University of California Los Angeles

UCLA's commitment to integrating information science and librarianship began early with its first Masters of Library Science degree awarded in 1961 and its first Masters of Science degree awarded in 1966. Since 1972-73 it has offered a two year MLS program which requires students to identify an area of special interest and to prepare a specialization paper; information science can be an area of specialization. Each student in the first year of the program takes nine required courses considered fundamental to professional library competence. One of these is Introduction to Information Science, and several of them incorporate "information science" as appropriate. During the second year students not specifically committed to information science as a specialty also may choose appropriate advanced courses in the field. Such choices are realistic because the program's background requirements include familiarity with a programming language and mathematics in addition to foreign language competence. The flexibility of the two-year program and the quarter calendar makes it possible not only to prepare librarians specializing in information science, but also to provide other librarians with basic and advanced skills in information science. (Author/AP)

ED 140 852 IR 004 981
Duffy, Larry B. And Others

Design of Training Systems. Computerization of the Educational Technology Assessment Model. Volume 1.

International Business Machines Corp., Cape Canaveral, Fla.

Spons Agency—Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Report No.—TAEG-R-40

Pub Date May 77

Contract—N61339-73-C-0097

Note—229p. Parts may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Computer Oriented Programs, *Decision Making, *Educational Assessment, Educational Innovation, Educational Programs, *Educational Technology, Management Systems, Military Training, *Models, Summative Evaluation

Identifiers—Educational Technology Assessment Model

The Educational Technology Assessment Model (ETAM) is a set of comprehensive procedures and variables for the analysis, synthesis, and decision making, in regard to the benefits, costs, and risks associated with introducing technical innovations in education and training. This final report summarizes the analysis, design, and development activities associated with the ETAM. It contains relevant background information and results of prior studies leading to the finalized ETAM procedures and computerized routines. A comparison of the manual versus the automated approach is included. Data base structures and the ETAM program flow are described and related to each other. The appendix (IR 004 982) includes the results of a study on the indexing of innovations and the assignment of taxonomic descriptors to courses, job/tasks, and instructional vehicles. The appendix also includes program documentation on the ETAM Range-of-Effect, bibliographic references, and additional information supporting the ETAM design. (Author/DAG)

ED 140 853 IR 004 982
Duffy, Larry R. And Others

Design of Training Systems: Computerization of the Educational Technology Assessment Model (ETAM). Volume 2.

International Business Machines Corp., Cape Canaveral, Fla.

Spons Agency—Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Report No.—TAEG-R-40

Pub Date May 77

Contract—N61339-73-C-0097

Note—380p.

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Computer Oriented Programs, *Decision Making, *Educational Assessment, Educational Innovation, Educational Programs, *Educational Technology, Management Systems, Military Training, *Models, Summative Evaluation

Identifiers—Educational Technology Assessment Model

This is the appendix of the final report (IR 004 981) which summarizes the analysis, design and development activities associated with the Educational Technology Assessment Model (ETAM). It includes the results of a study on the indexing of innovations and the assignment of taxonomic descriptors to courses, job/tasks, and instructional vehicles. It also includes program documentation on the ETAM Range-of-Effect, bibliographic references, and additional information supporting the ETAM design. (Author/DAG)

ED 140 854 IR 004 983

Kribs, H. Dewey And Others

Computerized Collective Training for Teams.

Sensors, Data, Decisions, Inc., San Diego, Calif. Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.—ARI-TR-77-A4

Pub Date Feb 77

Contract—DAHC-19-76-C-0042

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Computer Assisted Instruction, *Educational Strategies, Instructional Systems, *Small Group Instruction, *State of the Art Reviews, *Team Training, Training Techniques

A review and evaluation was conducted of state-of-the-art findings and instructional theory directly applicable to the problem of developing instructional strategies for computer-assisted team training. Two major conclusions were drawn from the review and evaluation. The first is that a conceptual framework for a general purpose set of instruction strategies for team training does not exist. The second conclusion is that an Instructional Systems Development (ISD) approach must be developed for team training. The paper also describes the initial development for deriving team training instructional strategies. Three major elements were identified: (1) team task dimensions and team training objectives; (2) learner characteristics and strategies; (3) characteristics of the training delivery system used to implement the strategies. (Author/DAG)

ED 140 855 IR 004 984

Knoop, Patricia A.

Man-Computer Symbiosis Through Interactive Graphics: A Survey and Identification of Critical Research Areas.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-77-10

Pub Date Apr 77

Note—44p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 771-057/25)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Computer Graphics, Display Systems, Input Output, Interaction, *Man Machine Systems, State of the Art Reviews

Identifiers—Raster Scan Cathode Ray Tubes, Symbiosis

The purpose of this report was to determine the research areas that appear most critical to achieving man-computer symbiosis. An operational definition of man-computer symbiosis was developed by: (1) reviewing and summarizing what others have said about it, and (2) attempting to distinguish it from other types of man-computer relationships. From the definition, the basic key requirements of a symbiotic system were: (1) transceivers and memories, (2) graphics techniques, (3) a language, and (4) an attention-getting capability. The literature survey revealed that raster scan cathode ray tubes hold the greatest promise for use in symbiotic systems. Also, it was determined that the most promising solution to the language problem lies in the development of hybrid communication techniques using a combination of graphic languages and small scale voice input methods. The critical research areas that were identified are summarized in table form. (Author/DAG)

ED 140 856 IR 004 987

Schaffer, Dennis R. Mory, Stephanie

A Cost-Benefit Model for the Instructional Development Services.

Pub Date May 77

Note—120p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Annual Reports, *Cost Effectiveness, Documentation, Higher Education, In-

structional Design, *Instructional Materials Centers, Instructional Programs, Program Effectiveness, *Surveys

Annual reports of instructional media and instructional development centers associated with higher education were surveyed to develop a cost-benefit model for better documentation of instructional development projects. The goal was to compare, contrast, and summarize the various reporting procedures used in annual reports. An analysis was made as to how "excellence in education" was being documented. A total of 214 responses was received, of which 180 were usable for this study. Though the survey found 563 categories, a "credible" cost-benefit model could not be found. Few annual reports attempted an interpretation about cost-benefit relationships. (Author)

ED 140 857 IR 004 991

Librarian/Educator Interdependence.

Catholic Library Association, Haverford, Pa.

Pub Date 76

Note—36p. Papers presented at the Catholic Library Association Convention (Chicago, Illinois, 1976)

Available from—Catholic Library Association, 461 W. Lancaster Ave., Haverford, Pennsylvania 19041 (\$3.00)

Document Not Available from EDRS.

Descriptors—Catholic Educators, *Conference Reports, *Cooperative Planning, *Cooperative Programs, *School Libraries, *Teachers

Texts of papers delivered at the 1976 Catholic Library Association Convention in the Librarian/Educator Interdependence Seminar are presented in this report. Topics include: (1) Librarian/Educator Interdependence; (2) Trends in the Community Affecting Interdependence in Education; (3) The Cost of Interdependence; (4) The Community of the Book; (5) Educational Media; and (6) Advanced Technology. (KP)

ED 140 858 IR 004 992

Boerner, Susan Zee

Fundamentals of the Slide Library.

Pub Date Jun 77

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Architecture, Art, *Cataloging, *Classification, College Libraries, Libraries, *Library Acquisition, Library Material Selection, Library Schools, *Media Selection, *Slides, Special Libraries, University Libraries, *Visual Aids

This paper is an introduction to the fundamentals of the art (including architecture) slide library, with some emphasis on basic procedures of the science slide library. Information in this paper is particularly relevant to the college, university, and museum slide library. Topics addressed include: (1) history of the slide library; (2) duties of the slide librarian; (3) selection, acquisition, and storage of slides; (4) cataloging and classification of slides; and (5) guidelines for judging the quality of slides. (Author/AP)

ED 140 859 IR 004 994

Navarre, Carolyn E. Stovall, Anthony M.

A Computerized Special Collections Inventory System at the Wayne State University Libraries.

Pub Date 76

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Classification, Computer Programs, *Computer Storage Devices, Data Processing, Information Processing, *Information Systems, *Libraries, Library Collections, *Programming, *Systems Development, *University Libraries

This paper describes a locally-developed multi-purpose system that stores data about any number of special collections within the libraries and prints that data in a number of formats on demand or as scheduled reports. The system operates on an IBM 360/67 dual processor with data entry via a teleprocessing system. The key to the file is the call number, which is converted into a sort key. The number of hours of programming and other activities associated with the development, testing, and implementation of the system are given. (Author)

ED 140 860 IR 004 997

Stirling, Keith H.

The Effect of Document Ranking on Retrieval System Performance: A Search for an Optimal Ranking Rule.

Pub Date May 77

Note—145p.; Ph.D. Dissertation, University of California

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Algorithms, *Information Retrieval, Information Seeking, Input Output, *On Line Systems, *Performance, Relevance (Information Retrieval), *Search Strategies, Use Studies

As the use of online literature searching systems increases, the need for reducing the amount of nonrelevant material encountered by the users becomes more apparent. One method for achieving greater selectivity in document retrieval is by using relevance (or utility) estimates from past users to estimate document values for future users. However, ranking rules used to sequence the retrieved documents have not provided optimal performance. This research attempts to develop an optimal document ranking rule and contrast it with other document ranking algorithms. Three ranking algorithms are studied: (1) the probability ranking rule (PRR), (2) the optimal probabilistic strategy (OPS), and (3) the optimal ranking rule (ORR). The study also identifies several computationally difficult problems associated with information retrieval. (Author/DAG)

ED 140 861

IR 004 998

Markuson, Barbara Evans

Analysis of Requirements of On-Line Network Cataloging Services for Small, Academic, Public, School and Other Libraries: A Demonstration Project using the OCLC System. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—475AH50081

Pub Date 77

Note—60p.; Parts may be marginally legible due to print of the original

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Cataloging, *College Libraries, Information Systems, *Libraries, Library Automation, *Library Cooperation, *Library Networks, Library Planning, Library Programs, Library Services, On Line Systems, *School Libraries, *Systems Analysis, *University Libraries

This report results from a project using the OCLC system to provide catalog services to small libraries. Alternatives described include: centralized cataloging, centralized book processing, sharing of OCLC terminals, and use of dial-up terminals. The OCLC data base was found useful for all types of small libraries. It is recommended that network planners give more attention to how small libraries can economically use library networks. (Author)

ED 140 862

IR 005 004

A Directory of Library Systems in New York State.

New York State Education Dept., Albany, Div. of Library Development.

Pub Date 76

Note—113p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*County Libraries, *Directories, Librarians, *Libraries, *Library Cooperation, *Library Networks, Library Planning, Library Programs, *Public Libraries, *Regional Libraries

Identifiers—*New York

This directory of New York State library systems is arranged alphabetically by name of the reference and research library resources system, with public library systems located within the area of such regional system immediately following. State institution libraries are listed at the end of each regional grouping. The locations of reference and research resources library systems and public library systems are indicated by maps and an index of counties. This directory contains most of the information formerly found in the two separate systems directories, as well as the directory information included in "Institution Library Statistics/1975." (Author/AP)

ED 140 863

IR 005 013

Axelrod, Herman Tuten, Kerry

A Contemporary Outlook on the Use of Media in the Classroom.

Pub Date 77

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Objectives, Audiovisual Aids, Discussion (Teaching Technique), *Edu-

cational Therapy, Elementary Secondary Education, Films, *Humanistic Education, *Instructional Films, *Media Selection, Mental Health, Therapy

Film may be used in the classroom as a mental health intervention, offering a child with dilemmas, fears, or minor personality and social maladjustments an alternative means to mobilize his inner resources through expanding his acceptable models and coping strategies. Teachers using film in the classroom for this type of affective intervention must exercise care by (1) consulting knowledgeable therapeutic personnel in regards to specific films and situations, (2) ensuring that adequate pre- and post-viewing activities and discussions are provided, and (3) using rigorous film selection criteria. (Author/STS)

ED 140 864

IR 005 017

Boylan, Hunter R.

Problems and Potentials of Individualized Instruction for Disadvantaged Students.

Pub Date 76

Note—23p.; Paper presented at the eighth annual conference of the International Congress for Individualized Instruction (Boston, Mass., November 19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, College Students, *Disadvantaged Youth, General Education, *Individualized Instruction, Program Development, Remedial Instruction, *Teaching Methods

This paper describes the operation and results of an individualized center funded under an Office of Education grant for the provision of special services to disadvantaged students. This center is designed to apply individualized instructional techniques to remedial, developmental, and general education courses for disadvantaged students enrolled at Bowling Green State University. An outline of program operations is provided, including descriptions of courses, instructional methods used, and services offered in support of instructional activities. The outcomes of program operation are described and student achievement data is provided to document these outcomes. Problems encountered in program development and course implementation are discussed and attempted solutions are described. On the basis of experience and research, it is concluded that individualized instructional techniques tend to result in higher grades and better mastery of subject matter for disadvantaged students. It is suggested that these techniques have considerable potential for application in remedial and developmental instructional settings. (Author)

ED 140 865

IR 005 018

Lukas George And Others

Evaluation of Human Relations Training Programs. Final Report for Period April 1975-October 1976.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Naval Training Equipment Center, Orlando, Fla.

Report No—NAVTRA/EQUIPCEN 75-C-0071

Pub Date Jan 77

Contract—N61339-75-0076

Note—179p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Case Studies (Education), *Computer Assisted Instruction, Counselor Training, *Human Relations Programs, Human Resources, *Interpersonal Competence, *Leadership Training, Sensitivity Training

Identifiers—PLATO IV

An evaluation was made of computer assisted instruction on human relations skills implemented on the PLATO IV computer system. These materials had been devised for use by company commanders (CCs) at Naval Recruit Training Commands (RTCs). A substantial improvement on the part of CCs and recruits of CCs undergoing this instruction was found. Also, case study scenario-based materials were implemented on PLATO IV for complementary training in interpersonal skills. (Author)

ED 140 866

IR 005 094

Jones, Dennis P. And Others

Development and Demonstration of a Statistical Data Base System for Library and Network Planning and Evaluation. Second Quarterly Report.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—475AH60139

Pub Date Jan 77

Grant—G007603529

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bibliographies, College Libraries, *Data Bases, Evaluation, Library Administration, Library Expenditures, *Library Networks, Library Planning, *Statistical Data, Tables (Data)

This report summarizes the accomplishments and activities of the project during the second quarter. An intensive search of the literature continued for data elements, outcome measures, and background information. A great deal of time and effort were devoted to the location, compilation, and comparison of extant data elements employed in collecting today's library statistics and to the preparation of two draft documents providing the structural framework for the Library Statistical Data Base. The selection of members for the national advisory board was completed and the first meeting scheduled to take place in Washington, D.C. on February 5, 1977. The possibility of testing the system in selected Oklahoma public libraries is being investigated. Additionally, inquiries have been made regarding participation of the Reference Section, Statistical Coordinating Committee of the ALA. The financial report indicated that expenditures are essentially on target. (Author/AP)

ED 140 867

IR 005 095

Jones, Dennis P. And Others

Development and Demonstration of a Statistical Data Base for Library and Network Planning and Evaluation. Third Quarterly Report.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—475AH60139

Pub Date Apr 77

Grant—G007603529

Note—34p.; For related documents, see ED 134 224 and IR 005 094

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Libraries, *Data Bases, Evaluation, Libraries, Library Administration, Library Expenditures, Library Instruction, *Library Networks, Library Planning, *Library Programs, Program Descriptions, *Statistical Data, Statistics, Tables (Data)

This report summarizes the accomplishments and activities of the project during the third quarter. Major accomplishments include the revision of the program classification structure used in the management information system, the expansion of reference measurement within the data base, and the continued refinement of definitions and data elements in the system. Additionally, the pilot test for academic libraries was initiated at five Pennsylvania state colleges. The development of performance measures and collection measures is also addressed in this report. (Author/AP)

ED 140 868

IR 005 101

Annual Report of the General Library for the Period 1972-1976 University of California, Berkeley.

California Univ., Berkeley. Univ. Libraries.

Pub Date 76

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annual Reports, Library Acquisition, Library Administration, Library Collections, Library Expenditures, *Library Services, Personnel, Statistical Data, *University Libraries

Identifiers—University of California Berkeley

This annual report is the first to be written since the middle 1960's. In order to provide a sense of progress, the problems, and the trends which have occurred during the intervening years, this report is organized around a series of major library concerns including: (1) collections; (2) physical facilities; (3) internal organizational developments; (4) personnel concerns; and (5) library services. The final section addresses the immediate future specifically: Berkeley's role in

the emerging Universitywide system and the General Library's current efforts to improve resources sharing among academic institutions in northern California. (Author)

ED 140 869 IR 005 105

Sipple, William K.
Bell Laboratories Book Acquisition, Accounting and Cataloging System (BELLTIP).

Bell Telephone Labs., Inc., Murray Hill, N.J.

Pub Date 75

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Information Processing, Librarians, Library Automation, *Library Networks, *Library Technical Processes, On Line Systems, *Special Libraries
Identifiers—*Bell Laboratories

BELLTIP is an on-line library processing system concerned with book acquisitions, cataloging, and financial accounting for a network of 26 technical libraries. At its center is an interactively updated and queried set of files concerned with all items currently in process. Principal products include all purchase orders, claims, and cancellations; receiving and invoicing reports; catalogers' work-sheets and proofsheets; in process listings; and a variety of management and user reports. The system also supports the data base for an on-line circulation system (BELLREL) and a photocomposed printed book catalog. Operational since the beginning of 1972, BELLTIP provides a number of advantages over the previous manual system. These include faster processing of orders, better information about orders in process, automatic handling of routine processes, elimination of redundant record transcriptions, and better management information. (Author)

ED 140 870 IR 005 108

Bourne, Charles P. And Others

Selected Search Subroutines for Searching the ERIC Data Base with the Lockheed Dialog Information Retrieval Service.

California Univ., Berkeley. Inst. of Library Research.

Report No.—ILR-7703

Pub Date Mar 77

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Data Bases, *Information Retrieval, Information Science, Information Seeking, Information Storage, Librarians, Library Science, *Search Strategies
Identifiers—DIALOG, *ERIC

This collection of search formulations was assembled to assist in Dialog Searching of the ERIC data base. The formulations represent modular building blocks or concepts that occur frequently when searching this file. They have been formulated and described in such a way that they can be used as given, or they can be modified to suit specific needs. For the most part, the terms were selected with high recall as the goal. The formulations have been grouped into five major sections: (1) school grade level; (2) population groups; (3) types of libraries; (4) geographic areas; and (5) other topics. Posting counts are given to indicate the relative contribution of each of the terms in the formulation. The approximate processing time and cost for execution of a search/save is also included for each formulation. (Author)

ED 140 871 IR 005 109

Bourne, Charles P.

Summary Cost Data from 300 Reports of Library Technical Processing Activities.

California Univ., Berkeley. Inst. of Library Research.

Pub Date Jun 77

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Abstracting, Cataloging, *Costs, Data, *Data Analysis, Diagrams, Graphs, Indexing, Interlibrary Loans, Library Acquisition, Library Circulation, *Library Expenditures, Library Material Selection, *Library Technical Processes, Tables (Data)

Data collected from an extensive review of 300 publications dealing with library cost studies are presented in 63 graphs. This probably includes most of the published data on costs of library technical processes up to the early 1970's. All data shown in this report has been corrected for general inflationary trends by converting the source data into constant 1967 dollars. This is a

summary of preliminary research done by the author whose main objectives are to show that there is a lot of such data available, and that it clearly shows an upward trend in all unit costs. Statistical analysis of the data has not yet been done. (Author/AP)

JC

ED 140 872 JC 770 287
Public Community Colleges in Alaska: A Report of Public Hearings.

Alaska State Commission on Postsecondary Education, Juneau.

Pub Date [Feb 77]

Note—84p.; 182 pages of transcripts of public hearings have been deleted; a 16 page summary of the testimony has been retained; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Administrative Organization, Centralization, Community Colleges, Comparative Analysis, Coordination, Enrollment, Governance, Governing Boards, Institutional Autonomy, *Junior Colleges, Organization, *Post Secondary Education, *Power Structure, State Agencies, State Boards of Education, *Statewide Planning

Identifiers—*Alaska, Organization Charts, University of Alaska

This report presents the findings and conclusions of a study conducted to determine whether the ten Alaska community colleges should remain as part of the University of Alaska governance structure or should be constituted as an independent system with their own administrative structure and governing board. To investigate this question the Commission developed a summary of the present community college structure, reviewed the state-level administrative structures most commonly in use in other states, identified seven alternative approaches for the governance of community colleges in Alaska, and held a series of public hearings to obtain input from students, faculty, and college officials. The Commission concluded that while the community colleges should remain as part of the University of Alaska structure, administrative procedures should be streamlined and substantially greater decision-making authority should be delegated to college chief administrators and policy advisory councils in the areas of budget development and personnel. Included in the report are community college statistical data, organizational charts of the post-secondary education systems in other states grouped by six identified types, graphic representations of the alternatives for Alaska, and a summary of opinions expressed in the public hearings. (JDS)

ED 140 873 JC 770 293

Martens, Kathryn Jean

A Descriptive Study of the Cognitive Style of Field Dependence-Independence in the New Student Population in the Community College.

Pub Date 76

Note—34p.; Summary of Ed.D. Dissertation, State University of New York at Albany

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Classroom Environment, Cognitive Processes, *Cognitive Style, *College Majors, Community Colleges, Comparative Analysis, Junior Colleges, Junior College Students, *Nontraditional Students, Personality Studies, Questionnaires, Student Attitudes, *Student Characteristics, Student Needs

Identifiers—Embedded Figures Test, *Field Dependence Independence

The purpose of this study was to describe the frequency of occurrence of the cognitive style of field dependence in "new" students in the community college. The study sample consisted of 633 students from six community colleges, 379 of which had college admissions test scores available. Of these 379 students, 203 had scored at or below the thirty-third percentile ("new" students) and 84 scored at or above the sixty-seventh percentile (traditional students). Cognitive styles of the sample students were measured by the Group Embedded Figures Test, and preferences for social and structural aspects of the learning environment and for community college programs were measured by means of a questionnaire. Results of the study showed that the cognitive

style of field dependence occurred significantly more frequently in "new" students than in traditional students, that field dependent students had preferences for college majors which emphasized interpersonal skills and for majors which involved writing and discussion, and that field dependent students preferred courses which were highly structured. Implications and recommendations for instruction, counseling, and institutional planning are presented, based on the needs and preferences of field dependent students. A bibliography and the preference questionnaire are appended. (JDS)

ED 140 874 JC 770 297

Van Voorhees, Curtis And Others

Four Case Studies: Working Partnerships Between Community Colleges and Community Schools. Community Colleges, Community Education Monograph #1.

American Association of Community and Junior Colleges, Washington, D.C.; Michigan Univ., Ann Arbor. Office of Community Education Research.

Pub Date 77

Note—63p.; Variant title: Community College--Community School Cooperation. Also issued as Community Education Series Cross Reference Volume 3, Number 2, by the Office of Community Education Research, University of Michigan

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N. W., Washington, D. C. 20036 (\$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Organization, Case Studies, *College School Cooperation, Community Colleges, *Community Education, *Community Service Programs, Institutional Role, *Junior Colleges, Policy Formation, Power Structure, Program Evaluation, Research Needs, *School Districts

This monograph examines the developmental phases of the relationships between four community colleges and their respective school districts. Results of the case studies showed that collaborative efforts between community colleges and community schools required legitimization through the consent and support of their respective policy-makers. Clear-cut role specification delineating both power and benefits for each party was required; in some instances, roles were specified such that the community college held the balance of power while in other instances power was shared, but in no instance did community schools hold the balance of power. Most efforts of the cooperative ventures coalesced around programming and elimination of program duplication. Research into the substantive outcomes of inter-institutional cooperation was a missing ingredient. Although needs assessment, goals, and programs were numerous, claimed results were couched in terms of sheer numbers or the expressed enthusiasms of program participants. Substantive outcome data is the necessary foundation for legislation and financing. The college/school district alliance has potential for community problem-solving, but without proper support, good research, and adequate financing, such inter-institutional efforts will be uneven and sporadic. (JDS)

ED 140 875 JC 770 315

Woodbury, Kenneth B., Jr.

Rural Community Colleges: A Pennsylvania Case Study.

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, Contracts, *Delivery Systems, *Educational Alternatives, Governance, Intercollegiate Programs, *Junior Colleges, *Nonresident Students, Post Secondary Education, Program Costs, Program Development, *Rural Areas, Shared Facilities, Shared Services, Technical Institutes

Identifiers—*Delaware Valley Community College Service Center

This report describes the development, functions, and operations of the Delaware Valley Community College Service Center in Pike County, Pennsylvania, which is designed to provide diversified and comprehensive two-year post-secondary education to residents of a large, rural area without a postsecondary institution. The Center is sponsored by the Delaware Valley School District and operated through a contract

with Northampton County Area Community College (NCACC), the nearest community college. The policies, procedures, programs and courses of NCACC apply to the Center and its director is responsible to the NCACC president, but the Center retains local control and initiative through its own Operating Board. Funding is provided by the school district, student tuition and state reimbursement. The Center has no facilities of its own but provides a wide range of associate degree and certificate programs in liberal arts and occupational areas and non-credit adult education courses utilizing leased and borrowed facilities and part-time faculty. The Center's Cooperative Commuting College Division makes available specialized high-cost career programs through contractual arrangements with neighboring colleges in New York State. The Center is not offered as a model, but components may serve as a guide to be adapted by other rural areas. (JDS)

ED 140 876 JC 770 320

Stine, Vance
Some Characteristics of Students Who Withdraw from L.A.C.C. Spring 1976, Spring 1975, Spring 1974, and Spring 1973. Research Study #77-9.

Los Angeles City Coll., Calif.

Pub Date Jul 77

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Aspiration, Cohort Analysis, Community Colleges, Comparative Analysis, Demography, *Dropout Characteristics, Dropouts, Educational Objectives, *Employment Patterns, Institutional Research, *Junior Colleges, Junior College Students, Student Characteristics, Unemployed, *Withdrawal

This study examined selected characteristics of 1,682 students who withdrew from Los Angeles City College during the spring semesters of 1973, 1974, 1975, and 1976, and compared them to the characteristics of the spring 1976 total day student population. About 68% of the withdrawers were of non-Caucasian background, compared with a non-Caucasian student body of about 79%, and 55% of the withdrawers were female, while the student body was 50% female. Of spring 1976 withdrawers, 47% had not been employed during the semester compared with a student body only one-third of which was unemployed, but 28% of the withdrawers were employed full time. About 36% of the spring 1976 withdrawers indicated they planned to transfer to a four-year college, 30% did not intend to transfer and 34% were not sure; corresponding figures for the total student body were 69%, 11% and 19%, respectively. Almost half of the withdrawers indicated plans to return to college. Full-time employment, personal reasons, and transfer, in that order, were the most frequently cited reasons for withdrawal in each year. Nine tables of data display the demographic characteristics of withdrawers. (Author/JDS)

ED 140 877 JC 770 321

Bers, Trudy

An Analysis of the Student Evaluation Form at Oakton Community College.

Pub Date Jun 77

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Correlation, *Evaluation Criteria, Factor Analysis, *Junior Colleges, *Measurement Instruments, Questionnaires, *Rating Scales, Reliability, *Statistical Analysis, Statistical Bias, Statistical Studies, *Student Evaluation of Teacher Performance, Validity

Identifiers—Oakton Community College

This paper reports the results of an evaluative statistical analysis of the instrument employed for student evaluation of faculty at Oakton Community College (Illinois). The analysis was performed because the locally devised instrument had never been subjected to systematic study of reliability or validity, and because a review of pertinent literature indicated a lack of consensus on what types of variables affect students' evaluations of faculty. Results suggested that the instrument failed to discriminate clearly between positive and negative aspects of course organization, faculty performance, classroom ambience, and other evaluation variables; that the positive wording used in constructing the instrument was such that faulty data might result from inculcation of a

response set; and that equal weighting was given to each item on the evaluation form, even though each item was not necessarily applicable to each instructor or class. It was recommended that Oakton define and clarify the purposes of faculty evaluation, review existing instruments in use at other institutions, select or design an instrument meeting the purposes, and pretest the chosen instrument for reliability and validity before implementation. A review of the literature, tabular data from the instrument analysis, a bibliography, and the evaluation instrument are included. (JDS)

ED 140 878 JC 770 322

Bourn, Ken

Self Concept Development for High Risk Students in the Community College.

Pub Date [77]

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Basic Skills, Community Colleges, *Developmental Programs, Educationally Disadvantaged, Grade Point Average, *Individualized Programs, *Junior Colleges, *Learning Laboratories, Non-traditional Students, Performance Contracts, Self Actualization, *Self Concept, Self Concept Tests

Identifiers—Essex Community College, Tennessee Self Concept Scale

Thirty-four high-risk students at Essex Community College (Maryland) were evaluated on self-concept growth as shown through pre- and post-tests on the Tennessee Self Concept Scale (TSCS), self-concept as shown through an open-ended questionnaire, and improvement in college grade point average (GPA), after working in a self goal-setting learning support program for basic skills development. The program—a non-credit, individualized, programmed, laboratory experience—utilized self-defined resolution of skill deficiencies as perceived by each student, through an individual learning contract. At the conclusion of the program 25 students showed positive growth in self-concept as measured by the TSCS and all of the students indicated positive attitudes through the subjective questionnaire. Overall, the GPA's of students improved, with the majority of returning students improving their GPA from the previous semester and the majority of new students earning an overall "C" grade; of the three students whose GPA's showed a decline, two had increased their course load over that of the previous semester. It was concluded that an effective basic skills program can result in measurable positive growth in self-concepts of high-risk community college students, and that the self goal-setting learning environment can set the stage for student success. (Author/JDS)

ED 140 879 JC 770 323

Curry, Denis J. Fischer, Norman M.

Summary Report, 1974-75 Unit Expenditures Study.

Washington State Council for Postsecondary Education, Olympia.

Pub Date Jun 77

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Education, College Faculty, Community Colleges, Comparative Analysis, Educational Finance, *Expenditure Per Student, Expenditures, Graduate Study, Higher Education, Junior Colleges, *Post Secondary Education, State Colleges, State Surveys, *Student Teacher Ratio, *Teacher Salaries, Undergraduate Study, *Unit Costs, Universities, Vocational Education

Identifiers—Direct Costs, Indirect Costs, *Washington

This report analyzes expenditure patterns that relate costs per full-time equivalent (FTE) student to faculty salaries and benefits, direct instructional support costs and indirect or overhead support costs in Washington postsecondary institutions. Also included is an analysis of overall student/faculty ratios, as well as average salaries and benefits for three categories of faculty (full-time, part-time and graduate assistants). The comparative analysis is exclusive of the four-year health science disciplines. Results are displayed by course level (upper/lower division) and institutional sector (university, four-year college, community college). Community college data are displayed by academic and vocational categories for

both first and second year course levels. Tabular data included in this summary show that faculty and salary benefits per FTE student and total direct instructional cost per FTE student are lowest in the community colleges. Overall, total instructional and related costs per FTE student by course level and academic/vocational course are lowest in the community colleges. (Author/JDS)

ED 140 880

JC 770 324

Tatham, Elaine

Institutional Research: Resources and Suggestions.

Pub Date Mar 77

Note—25p.; Paper presented at the AIDP (Advanced Institutional Development Program) Consortium Two Year College Grantee Workshop (Washington, D. C., March 23-24, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, Community Colleges, Data Bases, Financial Support, Information Needs, *Information Sources, *Institutional Research, *Junior Colleges, *Research Design, Research Methodology, Research Problems, Research Skills, *Resource Guides, Resource Staff Role

Identifiers—Resource Development

This document is intended as a resource guide for institutional researchers, based on the experience of the Johnson County Community College (Kansas) Institutional Research Office. It includes pragmatic suggestions concerning research design and research problems which are incorporated into discussions of research questions, reporting data, pitfalls in the use of statistics, and the uses of population sampling. Several hypothetical cases are used to illustrate each of the points made in the discussion. Numerous sources of information—general, salary and employment, statistical packages, demographic, Title IX and Civil Rights compliance, and directory-type information—are listed. The need for an adequate, accurate institutional data base concerning students, community, and educational services is explained and sample tabular data are presented to indicate the minimum types of information that should be included in an institution's data base. Ten steps are listed which show how institutional research can help in seeking funds to expand or improve educational services as part of a resource development program. An annotated bibliography of Johnson County Community College research studies concludes the paper. (JDS)

ED 140 881

JC 770 325

Hawkins, William R.

Measuring Student Preference at Oxnard Community College for Psychology Courses and Psychology Oriented Fields.

Pub Date 3 Dec 76

Note—25p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Education, *College Majors, Community Colleges, *Courses, Degree Requirements, *Junior Colleges, *Psychology, Questionnaires, Scheduling, Surveys, Vocational Education

Identifiers—Preferences

A survey of students at Oxnard Community College (California) was conducted in order to determine whether students who had identified their major or career interests knew the psychology course requirements of their majors, and to solicit student preferences for psychology courses related to their career fields. In addition, student preferences for course offerings and scheduling were measured. A sample of 428 students completed the survey, with the results indicating that 60% of the students had an interest in career fields, and of these students, half knew the psychology requirements for their respective career fields; 18% had an interest in academic and/or other fields, of which 37% knew the psychology requirements for their majors; and 63% of the students who knew their major or career fields selected psychology courses commensurate with these fields. It was concluded that the preferences of students for courses could be measured and that such measurement might be used as an aid in course scheduling and instructor assignments. In addition, it was felt that through more intensive counseling and a continuing effort to survey the preferences of students, Oxnard College could reduce student confusion regarding course requirements and offer a better selection of psychology classes. Tabular survey data are in-

cluded in the report and the survey instrument is appended. (JDS)

ED 140 882 JC 770 326

Zoglin, Mary Lou

Financing Community Services Instruction. California Community Coll. Community Services Association.

Pub Date 77

Note—27p.; Paper presented at the Annual Conference of the California Community College Community Services Association (Monterey, California, March, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adult Education, Case Studies, Community Colleges, Community Service Programs, *Community Services, Community Support, *Educational Finance, *Fees, Financial Problems, Instructional Student Costs, *Junior Colleges, School Taxes, State Aid, *Tax Support

Identifiers—*California

This paper reviews the rationale for community services education and the effects of different methods of financing adult education programs. Two case studies of community services financing in California are reported to illustrate different approaches toward financing permissible under state statute. The College of San Mateo finances its community services program by both local tax and user's fees, with emphasis on the latter, while Foothill College utilizes both taxes and fees, with the emphasis on the former. Both colleges' programs are essentially enrollment-driven and fee-supported, with fees set to cover the expenses of each course. Both colleges also specify lower fees for certain target populations generally found in the lowest income brackets, and scholarships are available when necessary. Although public funding of community services has often been a source of controversy, it is argued that such community-oriented programs provide valuable services to society. It is therefore recommended that (1) the maximum community service tax should be levied; (2) fees should be established by Boards of Trustees; (3) federal aid should be sought for specific programs but state aid should not be sought lest restrictions on types of courses be imposed; and (4) scholarships should be established for community services and publicized. (JDS)

ED 140 883 JC 770 327

Lamberts, Julie Ellison, Jim

Results of the Student Skills Assessment Surveys.

Lane Community Coll., Eugene, Oreg.

Pub Date 20 May 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Ability Identification, Basic Skills, College Faculty, Community Colleges, Educational Problems, Institutional Research, *Junior Colleges, Junior College Students, *Language Skills, Questionnaires, School Surveys, *Student Ability, Student Attitudes, *Student Needs, Student Personnel Services, Teacher Attitudes

Surveys of 150 full-time faculty and a stratified sample of 1,111 full- and part-time students at Lane Community College were conducted in order to obtain information on the skill levels of students, as perceived by faculty, and on educational needs and availability of information on student services, as perceived by students. A majority of both faculty and student respondents agreed that reading comprehension and listening skills were above average in importance, and that oral reading skill was of little importance. Seventy-seven percent of the faculty and 51% of the students felt that testing prior to registration for the purposes of placement and guidance would be helpful. However, discrepancies between faculty and student perceptions were found concerning areas in which students were having difficulty; the majority of the faculty identified skill deficiencies in the language arts areas of reading comprehension, English grammar, spelling, and essay writing, while few students perceived these deficiencies. The student survey also showed that from one-quarter to one-third of the students did not feel they received adequate student services information. Recommendations in the identified areas of need and the two survey instruments with tabulated responses are included in the report. (JDS)

ED 140 884

Lamberts, Julie A.

College Transfer Students: Who Are They? What Happens to Them? What Are Their Unique Needs?

Pub Date May 77

Note—21p.; Paper presented at the Annual Meeting of the Washington Educational Research Association (Seattle, Washington, May 26-27, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Credits, Community Colleges, Counseling Services, Demography, *Followup Studies, Grade Point Average, *Guidance Services, Higher Education, *Junior Colleges, Junior College Students, Student Adjustment, Student Characteristics, *Student Needs, *Transfer Students, Universities

Identifiers—Lane Community College

Surveys were mailed to 978 former Lane Community College (LCC) students who were enrolled at the University of Oregon during 1975/76 in order to identify their characteristics and transfer concerns. Of those surveyed, 50.8% responded. Results of the study indicated: (1) the majority of LCC transfer students continued their studies in areas related to their LCC curriculum, and on a full-time basis; (2) only 21% of the students lost credits in the transfer process; (3) financial concerns and uncertainty about vocational choices were the primary reasons for attendance at LCC prior to the university; (4) 51.9% of the men and 45.4% of the women had lower grade point averages at the university than at LCC, while 15% of the men and 12% of the women had higher university grades; (5) respondents indicated a need for improved counseling and guidance services at LCC in the areas of career and schedule planning, and for educational, financial, and study problems; and (6) respondents felt the transfer process could be improved through provision of more opportunities for contact with university advisors/counselors, specific university program information, and more student contact with community college counselors. Tabular survey data and suggested areas for further study are included in the paper. (JDS)

ED 140 885

Curry, Denis Johnson, Jackie

Higher Education Enrollments: Community Colleges, Fall, 1976. Report No. 77-11A.

Washington State Council for Postsecondary Education, Olympia.

Pub Date Jun 77

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age, Community Colleges, Enrollment, *Enrollment Influences, *Enrollment Trends, Females, High School Graduates, *Junior Colleges, Males, Minority Groups, *Student Characteristics, Student Mobility, *Veterans

Identifiers—*Washington

This report reviews statewide trends in Washington community college enrollments from fall 1971 through fall 1976. The growth of total academic and occupational full-time equivalent (FTE) enrollment over this period was 26.4%, with the only decline occurring in 1976. FTE enrollment declined 6.2% from 1975, from 88,538 to 83,028, and headcount enrollment declined from 151,644 to 145,962, with approximately one-third of the decreases accounted for by a revised data collection methodology. The percentage of state high school graduates entering community colleges in 1976 rose from 27.9% to 30.3%. A decline in student mobility was apparent in the decrease in transfer students and out-of-state entrants, coupled with greater student retention. After four years of continuous increase, veteran enrollment dropped sharply in 1976, decreasing by 7,753 or 36.5%. This factor was the most significant influence on 1976 community college enrollments, affecting virtually all of the other demographic areas and accounting for a 2% decline in the number of full-time students, a decline in the average age from 29 to 28 and in the median age from 26 to 25, and a significant decline in the number of male students. Women accounted for 52.3% of enrollment in 1976 but only 44.1% in 1972. Minority enrollments increased steadily over the five year period, constituting 13.9% of total enrollment in 1976. Tabulated data is included throughout the report. (JDS)

JC 770 328

ED 140 886

JCCC Graduate Trends 1971-1976 (Characteristics and Impressions).

Johnson County Community Coll., Overland

Park, Kans.

Pub Date Jul 77

Note—96p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Achievement, Academic Aspiration, Adult Students, Age, Community Colleges, Demography, Educational Objectives, *Educational Trends, Employment Patterns, Females, Followup Studies, *Graduate Surveys, Institutional Research, *Junior Colleges, Males, Participant Satisfaction, Questionnaires, *Student Characteristics, *Transfer Students

Identifiers—Reverse Transfer Students

During the summer of 1976, all 1971-76 graduates (n=2,409) of Johnson County Community College (JCCC) were surveyed in order to determine trends among graduation classes with respect to demographic characteristics, opinions about JCCC, and activities since graduation. Of those surveyed, 34.7% responded. Results of the study indicated: (1) a steady increase in the percentage of female graduates and an upward shift in the mean age of graduates, from 23 to 26; (2) over one-fourth of the graduates who were 30 or older (primarily females) had not been employed prior to enrolling at JCCC; (3) JCCC attracted approximately 20% of the county high schools graduates each year; (4) the number of the graduates completing their JCCC degree programs within three years of high school graduation was rapidly diminishing; (5) approximately 40% of the graduates had attended another college prior to JCCC, most transferring from a four-year college; (6) the majority in each graduating class cited preparation for transfer as their main reason for attending JCCC but the percentage decreased from 90% of 1971 graduates to 54.6% of 1976 graduates, while the percentage citing job placement or advancement rose from 3.3% to 24.4%; (7) 85.3% desired to earn a baccalaureate, and over half of the 1971-73 graduates had already done so; and (8) overall, students who transferred rarely earned GPA's less than .50 lower than their JCCC GPA. Tabular survey data and the survey instrument are appended. (JDS)

ED 140 887

Stevens, Mary A.

Developing Learning Objectives for a Model Course to Prepare Adults for the Assessment of Prior, Non-Sponsored Learning by Portfolio Evaluation.

Pub Date 7 Jun 77

Note—48p.; Ed.D. Practicum, Nova University; Appendix C may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Students, Affective Objectives, Behavioral Objectives, Cognitive Objectives, Community Colleges, *Course Objectives, Courses, *Evaluation Needs, *Junior Colleges, Learning Experience, *Student Evaluation, *Student Experience

Identifiers—*Experiential Learning, Prior Knowledge

A study was conducted in order to develop a systematic method for the evaluation of students' prior, non-sponsored learning for the award of college credit at Blackhawk College (Illinois). It was determined that a course designed to prepare the student for assessment of prior learning was the best way for the institution to provide assistance to the student in developing a portfolio for evaluation. A survey of institutions offering similar courses elsewhere was made and pertinent literature was reviewed in order to identify appropriate means and objectives for an assessment preparation course. Summaries of the specific types of learning usually included in such courses were then prepared, organized by means of Bloom's Taxonomy, and were translated into learning objectives for both the affective and cognitive domain. It was recommended that Blackhawk College implement the proposed assessment preparation course using the objectives delineated in this study. (JDS)

ED 140 888

Hunter, Paul Loch

Composition in the Open-Door College.

Pub Date 77

Note—107p.; Master's Thesis, University of

Florida

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

JC 770 332

Descriptors—Case Studies, Communication Skills, Community Colleges, *Composition (Literary), Discourse Analysis, *English Instruction, Grammar, Individualized Instruction, *Instructional Innovation, *Junior Colleges, Masters Theses, Simulation, Social Dialects, *Teaching Methods

This document provides case studies of innovative Composition I programs at six community colleges throughout the country. Information on the various programs was obtained by means of field research at the colleges. Chapter One describes a grammar-oriented approach at Houston Community College and analyzes the reasons and techniques of teaching grammar. Chapter Two discusses Forest Park Community College's reluctance to teach grammar and analyzes the effect of recent scholarship in social dialects on the teaching of composition. Chapter Three describes the approach at Austin Community College which emphasizes Kinneavy's theory of the aims of discourse. Chapter Four discusses the simulations approach at Long Beach City College and analyzes the need for realistic, well-defined writing situations. Chapter Five describes the classroom-tutorial approach at Tarrant County Junior College and analyzes individualization in composition instruction, and Chapter Six describes the applied communication alternative to composition at Meramec Community College and analyzes the rationale for a career-oriented alternative for those students desiring it. The study concludes that instructional emphasis on social dialects is growing, and that instructors are making greater efforts to develop realistic, well-designed writing assignments. (Author/JDS)

ED 140 889 JC 770 333

Woodbury, Kenneth B., Jr.
Scope of Collective Bargaining in Pennsylvania Community Colleges.

Pub Date 3 Dec 76
Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Collective Bargaining, College Faculty, Community Colleges, Court Cases, *Court Litigation, Government Employees, *Junior Colleges, *Labor Legislation, Negotiation Agreements, State Legislation, Unions

Identifiers—*Pennsylvania, Pennsylvania Public Employee Relations Act, *Permissive Issues

This paper contains an analysis of case law as it relates to the scope of bargainable issues and its possible impact on public two-year postsecondary institutions in Pennsylvania. Pennsylvania's Public Employee Relations Act defines three categories of collective bargaining issues: (1) mandatory subjects of negotiation, (2) permissive issues of management rights, and (3) illegal provisions in violation of state statute or municipal home rule charters. Although the enabling legislation has been in existence only since 1970, a succession of court cases (both state and federal), rulings by the National Labor Relations Board and the Pennsylvania Labor Relations Board, and arbitration cases, have led to its legal interpretation. While mandatory and prohibited issues have been well defined, no state court cases have been decided at the highest level regarding permissive issues. A review of the ten existing Pennsylvania collective bargaining agreements reveals that a great many permissive issues involving educational policy and governance have been bargained. Whether the colleges knew these issues could have been avoided entirely cannot be ascertained. Permissive issues must be carefully delineated by the colleges and specified at the bargaining table. They should not be negotiated without reciprocal concessions secured from the collective bargaining unit. (JDS)

ED 140 890 JC 770 334

Freud, Jude
Program Enrollment: 1972-1976. Research Report 77-02.

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.
Pub Date May 77

Note—89p.; Tables for the individual Los Angeles community colleges (pages 85-341 of the original document) have been deleted due to poor reproducibility.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Education, *College Curriculum, Community Colleges, Declining Enrollment, Enrollment Influences, Enrollment Rate, *Enrollment Trends, *Instructional Programs, *Intellectual Disciplines, *Junior Colleges, Multicampus Districts, Tables (Data), Vocational Education

Identifiers—Weekly Student Contact Hours

This report presents weekly student contact hours (WSCH) in disciplines and instructional programs for the Los Angeles Community College District. Data are presented for both day and evening classes for the fall semester of each academic year from 1972 to 1976 for each instructional discipline and for each program within the discipline. A list of instructional programs comprising each discipline is included. District-wide, fall 1976 WSCH dropped 14.4% from the previous year, a decline attributed to a sharp reduction in veteran enrollment, improved attendance accounting procedures, effects of the 1975-76 "cap" on apportionment growth, and no increase in the district population base. Overall, Business and Management was the largest and Social Science the second largest discipline in 1976, although both showed declines from the previous year. Disciplines showing the largest increases over the last five years included Interdisciplinary Studies, Communications, Library Science, and Home Economics, while the largest decreases were reported in the disciplines of Architecture, Letters, Physical Sciences, and Social Science. A listing of programs dropped and added between 1972 and 1976 is included and it is noted that, in fall 1976, the district offered 226 instructional programs as compared to 214 in 1972. (JDS)

ED 140 891 JC 770 335

Nickel, Donna A.

Survey of Faculty Awareness and Use of Alternative Teaching Strategies and Media Materials. Valencia Community Coll., Orlando, Fla.

Pub Date [77]
Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Faculty, Curriculum Design, Evaluation Methods, *Instructional Media, Instrumentation, *Knowledge Level, Learning Characteristics, Post Secondary Education, Questionnaires, *Rating Scales, *Student Evaluation, Student Testing, *Teaching Methods, Teaching Skills, Teaching Styles, Teaching Techniques

This instrument was originally designed to provide a five year pre and post measure of the effectiveness of the Curriculum and Instructional Development Center at Valencia Community College. The purpose of the instrument is to ascertain faculty members' awareness and use of numerous alternative teaching styles. Four areas are covered by the instrument: (1) curriculum planning, (2) teaching strategies, (3) media materials, and (4) testing and evaluation. Numerous methods and techniques are listed under each area. Two rating scales are provided for each of the listed methods or techniques; one to assess degree of awareness or knowledge and one to assess degree of previous or present use. (JDS)

ED 140 892 JC 770 336

Zigerell, James J. And Others

A Contemporary Course in the Humanities for Community College Students. [Core Curriculum]

Chicago City Colleges, Ill.; Coast Community Coll. District, Costa Mesa, Calif.; Miami-Dade Community Coll., Fla.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date [77]

Grant—ED-10555-74-412

Note—369p.; For a related document see JC 770 337

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Audiovisual Aids, Community Colleges, Core Curriculum, Course Content, Course Descriptions, *Curriculum Guides, Fine Arts, History, *Humanities, Instructional Materials, *Interdisciplinary Approach, *Junior Colleges, Learning Modules, Music, Nontraditional Students, *Teaching Guides, Visual Arts

This document contains a core curriculum for a contemporary course in the humanities, designed to make humanistic studies meaningful and enjoyable to community college students representative of all levels of ability and motivation and of all ages. The course attempts to sharpen the student's awareness of himself as an individual among other individuals in one of many cultural traditions through units examining the definition of selfhood, direct experience of the fine arts, and consideration of the function and value of art, the idea of history, and of how

artistic expression effects society and defines the individual's stance toward it in a given period of history. The syllabi in this document are designed primarily for the teacher and have a two-fold purpose: to provide the teacher with a model of a student-oriented interdisciplinary approach to the humanities that is usable in whole or in part; and to suggest classroom activities, instructional strategies, student assignments and experiences, and audiovisual aids that will enrich and enliven a course of study. Each of the 14 self-contained units is preceded by a brief overview of scope and content, and contains objectives, suggested assignments, an outline of contents, study questions, some discourse on the theme of the unit, and annotated suggestions for additional readings. (JDS)

ED 140 893 JC 770 337

Dehnert, Edmund And Others

A Contemporary Course in the Humanities for Community College Students. [Optional Sequences]

Chicago City Colleges, Ill.; Coast Community Coll. District, Costa Mesa, Calif.; Miami-Dade Community Coll., Fla.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date [77]

Grant—ED-10555-74-412

Note—208p.; For a related document see JC 770 336

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Community Colleges, Course Content, Course Descriptions, *Curriculum Guides, Drama, *Humanities, *Interdisciplinary Approach, *Junior Colleges, Learning Modules, Music, Philosophy, Sex Role, Social History, Social Values, *Teaching Guides, Technological Advancement, Visual Arts

This document contains three courses of study in the humanities which are interdisciplinary in nature and which are ideally intended for students who have completed a core course in the humanities (see JC 770 336) and who, as a result, have an acquaintance with the elements of the arts and some skill in esthetic analysis. "The American Dream" explores the idea of America as the land of promise through literature, music, philosophy, art, and film. "Of Men and Women" examines some of the philosophical values influencing male-female relationships during the last hundred years through dramatic, artistic, and musical theatrical works. "The Humanities: Preparation for the Future" investigates the effects that science and technology have had on the quality of life and seeks to determine if modern science, technology, and futurism can be reconciled with the traditional outlook of the humanist. The courses are designed to be usable in part or as a whole with stress placed on flexibility of use and approach. While objectives, student assignments, classroom activities, teaching strategies, study questions, and instructional media are included for each course, the curricula are meant to be suggestive rather than session-by-session syllabi. (Author/JDS)

ED 140 894 JC 770 338

A Statewide Follow-up Study of Fall 1973 Transfer Students from Illinois Public Community Colleges (Phase III Progress Report). Volume II, Number 11.

Illinois Community Coll. Board, Springfield.

Pub Date Jun 77

Note—54p.; Not available in hard copy due to marginal legibility of statistical tables in the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Associate Degrees, Cohort Analysis, Community Colleges, Dropouts, *Followup Studies, Grade Point Average, Higher Education, *Junior Colleges, *Persistence, *State Surveys, State Universities, Student Mobility, *Transfer Students

Identifiers—*Illinois

A follow-up study of 10,145 students who transferred from all Illinois public community colleges during the fall of 1973 was conducted to determine the extent of the progress made by such students in senior institutions, the magnitude of community college transfers to Illinois public senior institutions, and the mobility patterns of community college transfers. Results of the study

indicated: (1) 86.4% of the transfers attended public universities; (2) students tended to transfer to nearby state universities; (3) 40.7% had completed an Associate degree while 59.3% transferred prior to Associate degree completion; (4) average American College Test score of transfers was 20.0 and their average grade point average was 2.8; (5) at the end of the spring 1974 term, 88% were still enrolled at senior institutions, with 1.2% having completed a baccalaureate one year after transfer; (6) two years after transfer, 22.2% had graduated, 55.3% were enrolled in good standing, 4.6% were on academic probation, 2.1% were dismissed, and 15.8% had withdrawn; and (7) transfer students' grade point average declined to 2.64 at the end of the first year after transfer but increased to 2.8 at the end of the second year. Fourteen tables of study data are included, and the survey instruments employed in the study are appended. (JDS)

ED 140 895 JC 770 339

Illinois Community College Board Management Information Systems Manual. Eighth Edition.
Illinois Community Coll. Board, Springfield.
Pub Date May 77

Note—147p.; Appendix B has been deleted due to poor reproducibility

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Community Colleges, Computer Oriented Programs, Data Bases, *Data Collection, Data Sheets, *Junior Colleges, *Management Information Systems, *Manuals, *State Programs, Statewide Planning
Identifiers—Illinois

This manual serves as a guide for Illinois community college personnel in complying with the data requirements of the Illinois Community College Board's Management Information System (MIS). Section I of the manual contains an introduction, general information, a schedule of due dates for various data submissions to the Board, and the policy for access to the ICCB computer files. Section II contains the Board's modified NCHEMS program classification code, HFGIS program category classification, the faculty and staff classification structure, and facilities room use category codes. Section III contains the detailed data card formats, explanations, and examples which are designed to help the personnel at the colleges complete the various forms for data reporting. This section is further divided into parts dealing with each of the MIS subsystems. Section IV, the MIS Data Base Directory, is not included in the manual but is meant to be inserted by users. The manual is intended for use with other MIS documents, some of which are available in the ERIC system, such as the handbook for the Facilities Inventory and Utilization subsystem (ED 131 905) and the handbook for the Faculty and Staff Utilization subsystem (ED 131 906). (JDS)

ED 140 896 JC 770 340

Zoglin, Mary Lou.
Understanding and Influencing the State Role in Postsecondary Education. Management Report 77/7.

Association of California Community Coll. Administrators.
Pub Date Jun 77

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Centralization, Coordination, *Governance, *Governing Boards, Government Role, *Institutional Autonomy, Legislators, *Post Secondary Education, *Power Structure, School District Autonomy, State Agencies, *State Government, State Programs, State School District Relationship, Statewide Planning
Identifiers—State Regulation

This document explores state-level involvement in the governance of postsecondary education, particularly in those states which use coordinating boards to govern their institutions. Rising enrollments and costs of the 1960's, concern with more effective resource use in the 1970's, and the influence of federal aid programs have combined to accelerate the degree of state control of local institutions. While little firm evidence exists to substantiate the value of such control, the advantages and disadvantages of increased centralization and control are strongly argued by partisans on both sides. State control is exercised through the budget process, program manage-

ment, and planning—functions that are shared, albeit unequally, by the governor, the legislature, and coordinating agencies, each with conflicting and overlapping authority and powers. The trend toward state control shows no sign of abating, and, if unchecked, it will further circumscribe the autonomy of colleges and universities. Attempts to bring about change will require accurate identification of the role of each agency of state government in the coordination/control process, agreement on essential elements of institutional and local autonomy, reversal of the trend toward increased state control or stabilization of the status quo, simplification of current state control mechanisms, and promotion of institutional autonomy within multi-unit systems. A bibliography is attached. (JDS)

ED 140 897 JC 770 341

Walters, Henry R.
Flexible Calendar Pilot Program 1976-77.
Cosumnes River Coll., Sacramento, Calif.
Pub Date Jun 77

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Attitudes, Community Colleges, *Junior Colleges, Pilot Projects, Program Evaluation, Questionnaires, *School Calendars, *School Schedules, School Surveys, *Semester Division, Student Attitudes, Teacher Attitudes

Identifiers—*4 1 4 Calendar

This document reports the results of an evaluation of Cosumnes River College's pilot year of operating on a flexible school calendar which provided for two 16-week semesters and a three week January intersession. The college had previously operated on a traditional calendar of two 18-week semesters. Evaluation of the alternate calendar was accomplished by questionnaire surveys of faculty, students, support staff, and administrative personnel, which indicated that the large majority of respondents favored adoption of the 16-week calendar. Among the reasons cited by 75% or more of the respondents in support of the flexible calendar were: intersession offered opportunities for short, concentrated student learning experiences, and for staff experimentation, planning, program development, and in-service training; and the 16-week fall semester ended before Christmas vacation, thus facilitating student transfer at midterm to a four-year college or university. All of the groups surveyed indicated they would disagree or strongly disagree with return to the 18-week calendar, and 70% indicated that the opportunity to adopt a flexible calendar should be extended to all California community colleges. The bulk of this document consists of tabulated responses to the evaluation questionnaire. (JDS)

ED 140 898 JC 770 342

Cooke, Robert A. Cardoze, Steven D.
Formal Participation and Control in Community Colleges.

Pub Date Apr 77

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, College Faculty, College Governing Councils, *Committees, Community Colleges, Environmental Influences, *Governance, Informal Organization, *Junior Colleges, Organizational Climate, Organizational Theories, *Participation, *Power Structure, Teacher Influence, Teacher Participation

Identifiers—Participatory Governance

The relationship between formal participation and control in community colleges was investigated by means of data collected from 656 faculty members and 139 administrators in five colleges which were identified as formally participative by a group of experts and in five colleges which were identified as formally non-participative. Organizational level analyses suggested that formal participation was related to increased faculty control over course-related activities and to a somewhat less hierarchical distribution of control over managerial decisions. Generally, the relationship between formal participation and the distribution of control was not strong; additionally, formal participation was not associated with an expansion of organizational control (i.e., an increase in the control exercised by members

at all levels). Individual level analyses indicated that other factors besides the extensiveness of the participative committee structure were important in explaining members' perceptions of influence, particularly the extent to which committees were viewed as powerful by college members. Additionally, the quality of interpersonal relations was related to members' perceptions of influence. The results suggest that formal participative structures, in the absence of other power bases, may have marginal impact on the distribution of organizational control. (Author/JDS)

ED 140 899 JC 770 343

Beninate, Nicholas A.
A Study to Determine the Impact of the State of Florida's New Collective Bargaining Guidelines on the Personnel Policies and Procedures of Eight Community Colleges in Florida.

Pub Date 75

Note—257p.; Ed.D. Dissertation, Nova University

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Collective Bargaining, Community Colleges, Doctoral Theses, Employment Practices, Fringe Benefits, Governance, *Junior Colleges, Literature Reviews, *Personnel Policy, State Legislation, Statistical Data, Teacher Salaries

Identifiers—*Florida

An examination of the collective bargaining guidelines developed in Florida's 1975 enabling legislation and of the personnel policies and procedures contained in institutional documents from eight Florida community colleges was conducted, and other pertinent literature was reviewed, in order to identify potential areas for assessing impact of the bargaining guidelines. Tabular data from the personnel policies and procedures manuals and the salary schedules of the eight institutions were assembled to permit comparisons between the academic years 1973-74 and 1974-75 in four areas: salary information, fringe benefit provisions, employment practices, and college governance structure. While no significant trends or indication of changes with regard to the four principal areas examined were revealed, there were indications that a major initial impact of the state statute was in the prompting of review and updating of policies and procedures manuals in preparation for the future when collective bargaining would be undertaken by the various institutions. The study yielded a data base for future analysis of these developments. Tabular data are included throughout the report and an extensive bibliography is appended. (JDS)

ED 140 900 95 JC 770 344

Baird, Leonard L., Ed.
Assessing Student Academic and Social Progress.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Note—118p.

Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 (\$5.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Achievement, Community Colleges, Community Services, Educational Assessment, *Evaluation Methods, Followup Studies, Grades (Scholastic), *Junior Colleges, Learning Characteristics, Measurement Techniques, Needs Assessment, Program Effectiveness, Program Evaluation, Socioeconomic Influences, Standardized Tests, *State of the Art Reviews, *Student Evaluation, *Student Testing, Transfer Students, Vocational Education

Assessment of student progress in community colleges is necessary for several reasons; among them are accountability to the public, improvement of decision-making for both students and educators, and planning and evaluation of curricula. This sourcebook focuses on various types of student progress—vocational, social, academic, transfer—and on problems associated with their assessment, reviews techniques varying from tests of all kinds to interviews and surveys that have been utilized to date, and suggests alternative ways in which student progress can be measured. The articles presented deal with alternative modes of assessing academic achievement, evaluating student readiness for further education, the use of different assessment techniques

and policies for evaluating different types of transfer students, evaluating student preparation for work and the efficacy of occupational programs, important affective and socioeconomic considerations in assessing student progress, and evaluating the college in terms of its service to the community. A review of additional pertinent literature and a bibliography are included. Contributors include: Oscar Lenning, Clifford Lunneborg, S. V. Martorana, Richard Rinehart, Brent Mack Shea, Jane Matson, and Leonard Baird. (JDS)

ED 140 901 JC 770 345

Parker, Garland G.

Collegiate Enrollments in American 2-Year Institutions, 1975-76: Statistics, Interpretations, and Trends. ACT Special Report Eighteen.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date 76

Note—55p.

Available from—ACT Publications, P. O. Box 168, Iowa City, Iowa 52240 (Order No. 4-4-18, \$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—College Faculty, *College Freshmen, Community Colleges, *Enrollment, *Enrollment Trends, Females, *Junior Colleges, Males, *Part Time Students, Part Time Teachers, Post Secondary Education, Private Colleges, Proprietary Schools, Statistical Data, Technical Institutes, Vocational Education

This report compiles 1975-76 enrollment information for 776 two-year postsecondary institutions, including accredited or approved degree-granting junior and community colleges, multi-purpose, technical, and/or vocational schools and institutes, and university branch campuses. Total enrollment for 1975-76 among the reporting institutions increased by 16.1% from 1974-75; full-time enrollment increased by 18.5% while part-time enrollment increased by 14.1%. Full-time students comprised 45.6% of the collegiate headcount but 71.6% of the full-time equivalent enrollment. The proportion of women to men declined from 46.4% of 1974-75 enrollment to 45.7% in 1975-76. Technical schools and institutes showed the greatest gain, with a 31.6% increase in total enrollment. Six tables, constituting the bulk of the document, break down the enrollment data by type of institution (public, church-affiliated, proprietary, or independent) and by geographical regions and states. Within these categories the data are presented by institution and by sex, full-time status, total students, full-time teaching staff and total teaching staff. An introductory narrative summarizes enrollment trends and provides a brief look at the future. (JDS)

ED 140 902 JC 770 346

Parker, Garland G.

Collegiate Enrollments in American 2-Year Institutions, 1976-77: Statistics, Interpretations, and Trends. ACT Special Report Twenty.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date 77

Note—66p.

Available from—ACT Publications, P. O. Box 168, Iowa City, Iowa 52240 (Order No. 4-4-20, \$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—College Faculty, *College Freshmen, Community Colleges, *Declining Enrollment, Enrollment, *Enrollment Trends, Females, *Junior Colleges, Males, Part Time Students, Post Secondary Education, Private Colleges, Proprietary Schools, Statistical Data, Technical Institutes, Vocational Education

This report compiles 1976-77 enrollment information for 1,023 two-year postsecondary institutions, including accredited or approved degree-granting junior and community colleges, multi-purpose, technical and/or vocational schools and institutes, and university branch campuses. Following the dramatic 16.1% enrollment increase of 1975-76, total enrollment among reporting institutions for 1976-77 was 3,192,084, representing an increase of only .4%. Full-time enrollment declined by 3.5% while part-time enrollment showed an increase of 3.7%. Full-time students accounted for 44.9% of the collegiate headcount but 71.2% of the full-time equivalent enrollment. Enrollment of women accounted for 48.6% of all enrollees, up from 45.7% in the

previous year. Six tables, constituting the bulk of this document, break down the institutional enrollment data by type of institution (public, church affiliated, proprietary, or independent), by geographical regions and states, and by sex and full-time status of students. Data on full-time and total teaching staff are also presented. It is noted that the portent for the future is not promising in the sense of any expectation of continuously expanding enrollments. Some causes and several suggestions for meeting the problem of declining enrollments are offered. (JDS)

ED 140 903 JC 770 348

Preisig, Paul P., Ed.

Student Residence Location, College Service Areas, and Socio Economic Census Data of the San Jose Community College District. A Demographic Profile Based Upon the 1975 Special Census.

San Jose Community Coll. District, Calif.

Pub Date Jun 77

Note—102p.; Colored maps included throughout the text may reproduce poorly. For a related document see ED 115 345

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Census Figures, *Community Characteristics, Community Colleges, *Demography, Enrollment, Ethnic Distribution, Income, *Junior Colleges, Mexican Americans, Minority Groups, *Multicampus Districts, Population Distribution, *Residential Patterns, Socioeconomic Influences

Identifiers—California (San Jose), *San Jose Community College District CA

The purpose of this study was to provide a tool for community college administrators and staff to use in the planning of appropriate programs and services, to explore several methods for defining the college service areas of the two district colleges, and to provide a means whereby demographic changes in the community might be monitored. Special Census data from 1975 were compared with findings of a previous study based on the 1970 census. The data revealed that the census tracts having the highest proportion of students essentially had a majority white population, medium to high income, and had shown the greatest growth in population since 1970. The census tracts having the smallest proportion of students had a Mexican American population, low income, a high unemployment rate, and had experienced a declining population since 1970. It was also noted that the district population was growing more rapidly and had a higher minority component than the county population. Suggestions for planning, recruitment, curriculum development, grant preparation, and recommendations for action resulted from the study. Data are organized into two graphs and 23 tables, and break down information on enrollment classification, demographic characteristics, residence, race, and population change between 1970 and 1975. (JDS)

ED 140 904 JC 770 349

Student's Educational Intent, Data Summary—Fall 1976. Tex-SIS FOLLOW-UP: Postsecondary Student Follow-up Management Information System. Monograph 1.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date Jul 77

Note—22p.; Operating manuals and design studies for the Tex-SIS FOLLOW-UP System are available as ED 128 034-046

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Education, Associate Degrees, College Credits, College Majors, Community Colleges, Educational Certificates, *Educational Objectives, Goal Orientation, Job Skills, *Junior Colleges, *Junior College Students, State Surveys, Transfer Students, *Vocational Education

Identifiers—Texas, Texas Student Followup Information System, *Tex SIS Followup Services

Fourteen Texas colleges and 18,944 students participated in this study of students' educational intent through questionnaires completed during registration for fall 1976. For occupational/technical majors (31% of respondents), primary educational goals included preparation for "job to be obtained" (51%), improvement of existing job skills (29%), and university transfer credit (9%); 54% expected to accomplish their goal through an Associate degree program, 32% through selected courses, and 12% through a cer-

tificate program; 77% were definite about their goal. For university transfer/academic majors (36% of respondents), primary educational goals included university transfer credit (57%), job preparation (24%), and improvement of existing job skills (10%); 56% expected to accomplish their goal through selected courses and 31% through an Associate degree program; 65% were definite about their goal. Undecided majors (23% of respondents) cited transfer credit (36%), job preparation (28%), improvement of job skills (17%) and personal interest (17%) as their goals; 60% expected to achieve their goal through selected courses and 55% were definite about their goal. These data and additional data on present employment, major-related work experience, goal-completion expectations and future enrollment plans are presented in a series of tables. The survey instrument is appended. (JDS)

ED 140 905 JC 770 350

Course Withdrawal, Data Summary—Fall 1976. Tex-SIS FOLLOW-UP: Postsecondary Student Follow-up Management Information System. Monograph 2.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date Jul 77

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Education, Community Colleges, *Courses, *Junior Colleges, State Surveys, Student Problems, *Vocational Education, *Withdrawal

Identifiers—Texas, Texas Student Followup Information System, *Tex SIS Followup Services

A total of 4,197 course withdrawal questionnaires completed during the normal course withdrawal process at ten Texas community colleges during fall 1976 provided the data for this study of reasons for course withdrawal. Total withdrawals comprehended in the study included 3,394 university transfer/academic courses (81%), 745 occupational/technical courses (18%), and 54 "other" courses (1%). Of eleven reasons for withdrawal, those most frequently cited for occupational/technical courses were attendance problems (28%), conflicting job hours (14%), grade problems (13%), and "other" (11%). Reasons most frequently cited for university transfer/academic courses were grade problems (27%), too heavy course load (16%), attendance problems (16%), and conflicting job hours (12%). In aggregate, grade problems (24%) and attendance problems (18%) were most frequently cited. This report and others in this series are intended to disseminate statistical data produced by the comprehensive student follow-up management information system inaugurated in Texas in 1976. (JDS)

ED 140 906 JC 770 351

Queen, John E. Rusting, Jean

Survey of Non-Returning Non-Vocational Students.

Cerritos Coll., Norwalk, Calif. Office of Institutional Research.

Pub Date Mar 77

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Education, Community Colleges, *Dropouts, Educational Objectives, Evaluation, *Followup Studies, Institutional Research, *Junior Colleges, Questionnaires, *Research Methodology, *Research Problems, Student Characteristics, Transfer Students, Vocational Followup, Withdrawal

Identifiers—Response Rate, *Student Accountability Model

Questionnaires were mailed to a sample of 1,980 non-returning, non-occupational students who had been enrolled at Cerritos College during spring 1976 but did not return in fall 1976, in order to test the applicability of the California community college Student Accountability Model (SAM), a statewide follow-up system for occupational students, to follow-up studies of non-occupational students. Results were compared with those of a concurrent survey of non-returning occupational students. Of those surveyed in the non-occupational study, 20% responded. A telephone survey of a sample of nonrespondents revealed non-representativeness of the respondents along several characteristics, which was taken into account in interpreting the data. It was concluded that the SAM procedure was able to identify non-occupational students with 90% ac-

curacy and that, while the two surveys were about equally effective in terms of response, additional procedures were needed to increase the response rates. Study findings concerning employment status, transfer status, reasons for attendance and for non-return, and the educational goals and future educational plans of the former students are analyzed and compared. The data are tabulated, and the survey instrument and a brief description of SAM methodology are appended. (JDS)

ED 140 907 JC 770 352

Bacon, Janet Novotny

From Impasse to "Lockout": Community College of Beaver County, September 1976. Special Report #30.

Academic Collective Bargaining Information Service, Washington, D.C.

Pub Date May 77

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Arbitration, Case Studies, *Collective Bargaining, Community Colleges, Employer Employee Relationship, Faculty Workload, *Junior Colleges, *Negotiation Impasses, Personnel Policy, *Reduction in Force, Retrenchment, Trustees, Unions

Identifiers—Community College of Beaver County, *Lockouts, Pennsylvania

This document analyzes the events and circumstances surrounding the collective negotiations between faculty and administration at the Community College of Beaver County (Pennsylvania) during the summer of 1976; the impasse that resulted concerning the issue of retrenchment; the Board's refusal to accept a faculty offer to continue negotiations after the start of the fall semester and its decision to close the college for the semester if no settlement could be reached ("no contract, no work"); and the ultimate resolution of the issues which concluded in a contract and operation of the college. Contributing factors included a history of strained relations between faculty and administration in previous contract negotiations, and the Board's fear of liability to student legal suits if the 15-week semester specified in the college catalog could not be met due to a mid-semester strike. A contract was agreed upon in late September, after postponement of the scheduled opening of the college, due to intervention of a state negotiator. The faculty conceded on eight of twelve issues and accepted a compromise on the retrenchment issue on the basis of the negotiator's argument that larger issues of governance could only be resolved if the faculty settled and used the grievance procedure to work them out. The threatened lockout had little apparent effect on the outcome. (JDS)

ED 140 908 JC 770 353

Brown, Dion K.

Integrated Humanities in Florida Community Colleges.

Pub Date [Apr 76]

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Objectives, Art Appreciation, Cognitive Objectives, Community Colleges, *Course Descriptions, Courses, Creative Activities, Fine Arts, *Humanities, Humanities Instruction, *Interdisciplinary Approach, *Junior Colleges, Process Education, *State Surveys

Identifiers—Florida

During October and November of 1975, course outlines were solicited from the sixteen Florida community colleges offering an integrated humanities course. Ten colleges provided outlines, which were subsequently reviewed in terms of the textual materials used, the teaching approach employed, and stated objectives. The review showed that all of the colleges emphasized cognitive content, and taught knowledge of "great" art (the aesthetics approach) or historical periods and influences (the cultural history approach) to increase the students' appreciation and improve their ability to make value judgments, on the assumption that knowledge precedes taste. All but one of the courses had behavioral objectives, but most of the objectives were directed toward development of the cognitive domain; those dealing with affective behavior were not supported by unit objectives. Although several of the courses required students to become involved in a creative process, evaluation was too often based on

the product rather than the process. Lastly, all but one of the courses focused exclusively on the humanistic achievements of Europe. It was concluded that the integrated humanities courses reviewed were less than integrated and emphasized facts at the expense of process. (JDS)

ED 140 909 JC 770 354

Heermann, Barry

Experiential Learning in the Community College.

Topical Paper No. 63.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 77

Note—84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Activity Learning, Adult Education, Community Colleges, Equivalency Tests, Experimental Colleges, *Junior Colleges, *Learning Experience, Learning Modalities, Nontraditional Students, Post Secondary Education, *Program Development, *Student Evaluation, Student Experience

Identifiers—*Experiential Learning

This monograph argues the need for incorporating experiential learning of many types into two-year college education. Experiential learning falls into two broad categories, learning through life experience or nonsponsored prior learning, and sponsored learning which is incorporated into institutional programs designed to give students direct experience in integrating and applying knowledge. Several examples are used to illustrate the essential components of sponsored programs and a detailed discussion on recognition, assessment, and crediting nonsponsored experiential learning is given. It is noted that accepting the idea that learning takes place in locations other than the college campus is one thing while providing opportunities for such education is quite another. Specific requirements for a successful sponsored learning program include but are not limited to careful planning, systems design, energy, enthusiasm, and the knowledge, skills, attitudes, and support of faculty, counselors, administrators, and other participants. The College Without Walls at Sinclair Community College (Ohio) is described to illustrate the operation of a comprehensive experiential learning program. Experiential learning assessment forms are appended and a bibliography is included. (JDS)

ED 140 910 JC 770 355

Kates, Jack

Individual Conferences Versus Typed Comments Without Conferences on Graded Freshman English Composition Papers: The El Camino Experiment and the Compton Experiment.

Pub Date Jun 77

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Achievement Gains, Classroom Communication, Community Colleges, Comparative Analysis, *Composition (Literary), Conferences, *Feedback, Individual Instruction, *Junior Colleges, Response Mode, Student Teacher Relationship, Teacher Response, *Teaching Methods, *Verbal Communication

In order to determine the effectiveness of the tutorial method of individual conferences for communicating students' strengths and weaknesses in writing skills compared to the traditional method of returning correction-marked papers with only written comments on them, two experiments were conducted in which an experimental group and a control group at each of two colleges received identical instruction and wrote eight in-class essays which were graded on the basis of content, organization, mechanics, and syntax and diction. The experimental groups received feedback through conferencing while the control groups received feedback through written comments. The treatment of the experimental groups differed only in that one had three fifty-minute class meetings per week and had short conferences while the other group had one three-hour meeting per week and thus longer conferences were possible. Analysis of individual and mean group achievement showed that students who received feedback via conferencing had greater achievement gains than did students in the control group, although the gains were

statistically significant only for one of the experimental groups. It was recommended that the conferencing method be employed in the teaching of composition. (JDS)

ED 140 911 JC 770 356

Parsons, Ralph

The Effect of Employment on the Grades of Students in Associate Degree Programs at Forsyth Technical Institute.

Pub Date Apr 77

Note—23p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, College Freshmen, *Grade Point Average, *Junior Colleges, *Part Time Jobs, *Student Employment, Technical Institutes, Unemployment

A study was conducted in order to determine if the success of full-time, associate degree students at Forsyth Technical Institute, as reflected by grade point average, was related to the number of hours per week that such students were employed. The fall 1976 grade point averages of random samples drawn from a population of 783 students were grouped according to the number of hours per week that the students were employed. Statistical analysis of the relationship between employment and grade point average was performed, controlling for such additional variables as year in school, years since high school graduation, sex, and selected curricula. Results indicated a relationship between grade point average and hours per week of employment only for first-year students. It was found that those students employed 1-13, 14-26, and 40 hours or more per week had higher grades than did unemployed students. However, those employed 27-39 hours per week had lower grades than unemployed students. It was recommended that counselors be aware of both the apparent beneficial and detrimental aspects of student employment when advising entering students and other students with academic difficulty. (Author/JDS)

ED 140 912 JC 770 357

Hecht, Alfred R.

A Modified Delphi Technique for Obtaining Consensus on Institutional Research Priorities. Research Brief.

Moraine Valley Community Coll., Palos Hills, Ill. Pub Date Jul 77

Note—8p.; Paper presented at the Annual Meeting of the North Central Region AERA Special Interest Group on Community College Research, July, 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, Community Colleges, *Decision Making, *Institutional Research, *Junior Colleges, *Participant Involvement, Problem Solving, *Research Needs

Identifiers—*Delphi Technique

This document describes a modified Delphi technique for use in establishing research needs and priorities at the institutional level. Six steps are essential to the technique: identification of needs, collection of rankings of the relative importance of the identified needs by institutional administrators, calculation of the rank of identified needs using an importance/consensus method, feedback of rankings to campus administrators, planning of actions with campus administrators, and reporting of developed plans to all administrators. The modified Delphi technique relies on individual or small group interviews during the first round of information gathering and relies on much more face-to-face interaction during later rounds of data organizing and reporting than does the traditional Delphi technique. It is suggested that this process is both efficient and effective as a method for obtaining institutional consensus on research needs and priorities. Appended is a computational example for calculating the importance/consensus rankings for use in the modified Delphi process. (JDS)

ED 140 913 JC 770 358

Davis, Cynthia L. Sparks, June R.

Institutional Research in Georgia Junior Colleges.

Pub Date Jul 77

Note—12p.; Paper presented at the Annual Meeting of the Southeastern Region AERA Special Interest Group on Community College Research, New Orleans, Louisiana, July 19-20, 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Attitudes, Community Colleges, *Institutional Research, *Junior Colleges, *Researchers, *Research Needs, Research Problems, Resource Allocations, *State Surveys

Identifiers—*Georgia

Questionnaires were sent to the Academic Deans of all two-year colleges in Georgia in order to obtain information on the status of institutional research in those institutions. Responses were received from all 17 of the public junior colleges and from all but three of the eight private junior colleges. Results of the study indicated: (1) 14% of the institutions had a director of research, but only one individual served in this capacity on a full-time basis; (2) 10 institutions assigned the research function to a staff member as an additional responsibility; (3) 41% of the institutions reported no organized approach to research; (4) contrary to national trends, in Georgia, the commitment to research decreased as the size of the institution increased; (5) 44 institutional research studies were conducted in the year prior to the survey, which fell primarily under the categories of follow-up studies and data collection/interpretation studies and only secondarily in the areas of institutional planning and evaluation; and (6) only 35% of the Academic Deans felt the research needs of their institutions were met by the current allocation of personnel and staff to the research function. The study suggested there was a gap between the research needed and the actual institutional research being conducted which might best be met through the training and encouragement of existing staff as non-professional researchers. The questionnaire is attached. (JDS)

ED 140 914 JC 770 359

Price, Floyd H. Keltner, Carol Lee
The Accounting Curriculum as Part of Education for Business in the Community College.

Pub Date [77]

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Accounting, Business Education, College Curriculum, College Role, Community Colleges, *Course Descriptions, *Curriculum Design, *Junior Colleges, State Surveys

Identifiers—Kansas

This document considers the role of accounting programs in community colleges and the student groups in which such programs serve. A wide variety of courses are available in two-year colleges for students who are majoring in accounting and who plan to transfer, for those who want to obtain a terminal vocational degree in accounting, for students of other majors who need only a general understanding of accounting, and for people in the community who may want further knowledge on specific topics. The bulk of this paper consists of a comparative listing and description of the 20 accounting courses offered by nineteen public community colleges in Kansas. Also listed are the types of degrees and certificates which are offered in the field of accounting by the Kansas community colleges. (JDS)

ED 140 915 JC 770 360

Program Vitality Report as of Fall 1976.
Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Pub Date Jun 77

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Curriculum, Community Colleges, *Declining Enrollment, *Enrollment Trends, Instructional Programs, *Intellectual Disciplines, *Junior Colleges, Multicampus Districts, Program Evaluation

Identifiers—*Los Angeles Community College District, Weekly Student Contact Hours

The purpose of this report is to provide information about educational programs offered by the Los Angeles Community College District colleges in which student enrollments as expressed in weekly student contact hours have significantly declined. Programs showing a 16% or greater decline in weekly student contact hours (WSCH) as compared with 1973 baseline data were included in this report. An index of program vitality at each of the district's colleges, called the Program Vitality Quotient, was calculated by subtracting the percentage of total programs showing a decline in vitality from 100. Results of the calculations showed 179 programs showed a significant decline in WSCH as compared to 100 programs in the previous year, the greatest percentage of program declines was 34% at Los Angeles City College, and the greatest number of program declines was 48 (32%) at Los Angeles Trade Technical College. Eight programs showed a decline in WSCH at four or more colleges: botany, cooperative education, geology, German, history, merchandising, office machines, and philosophy. Four tables are included in the report and display the programs showing significant declines by college, by weekly student contact hours from 1973-1976, and by classification of instructional discipline code. (JDS)

ED 140 916 JC 770 361

Miner, Norris

The Problem With the Placement Study.

Seminole Community Coll., Sanford, Fla.

Pub Date [77]

Note—12p.; Appendix A may reproduce poorly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, Computers, *Data Bases, Employment, *Followup Studies, *Graduate Surveys, *Junior Colleges, *Questionnaires, *Research Methodology, Statistical Bias, Student Employment, Student Placement, Surveys, Transfer Students

Identifiers—Florida, Response Rate

This study compared the effectiveness and efficiency of two alternative methods for determining the status of graduates of Seminole Community College. The first method involved the identification of graduates, design and mailing of a questionnaire, and analysis of response data, as mandated by the state. The second method compared computer data maintained by the institution to that of the Florida State University System and the State Department of Commerce. Social security numbers of students were common to all three data sets and allowed for identification of a graduate in terms of either further education in a State University System institution or employment/unemployment status as defined by the Department of Commerce. The computer comparison method was somewhat constrained inasmuch as students pursuing an education out-of-state or in private colleges could not be followed-up and the Department of Commerce data was limited to persons eligible for unemployment compensation. However, low cost, a higher rate of response, consistency of statewide data collection and reporting, and elimination of the response bias inherent in questionnaire surveys were felt to more than offset any disadvantages. Tabular data are included in this paper showing comparisons between the results obtained using the two alternative methods and pooled results. (JDS)

ED 140 917 95 JC 770 362

Borgen, Joseph A. And Others

Career Education Curriculum Development in the Community College. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. II, No. 7.

McManis Associates, Inc., Washington, D.C.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Role, *Career Education, Case Studies, Community Colleges, Conservation (Environment), *Curriculum Development, *Guides, *Junior Colleges, Leadership Styles, Natural Resources, Program Descriptions, Program Development, Veterinary Assistants, *Vocational Education

Identifiers—Land Reclamation, Mining

This monograph represents the outcome of a two-day workshop on Career Education Curriculum Development held on the campus of Des Moines Area Community College (Iowa) in 1976. The first section, by Joseph A. Borgen, presents specific ideas about leadership roles and techniques for career education curriculum development. Included are discussions of effective leadership approaches, project management techniques, and career education development concepts. Step-by-step approaches are suggested for developing career education programs that have been successfully utilized by various community colleges. A selected bibliography is also attached to the first section. The second section of the paper, by Paul E. May and Tom Milam, provides a description of the Animal Health

Technician program at Abraham Baldwin Agricultural College (Georgia), including a review of the development of the program and its current status. The third section, by D. Fred Landrum, contains a case study of the development of the Mining and Reclamation Technology program at Lees Junior College (Kentucky) and the program's course outline. (JDS)

ED 140 918 JC 770 363

Stephens, Cecile H.

The Development of a Mini-Course in Teaching

Gestures Drawing.

Pub Date 25 Oct 75

Note—54p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Art Education, *Behavioral Objectives, Community Colleges, *Course Descriptions, Course Evaluation, Course Objectives, *Freelance Drawing, *Junior Colleges, Learning Modules, *Social Reinforcement, Systems Approach

Identifiers—*Gestures

Fifteen students in a Drawing I class at Mississippi Gulf Coast Junior College participated in an experimental module on gesture drawing based on operant conditioning theory. Students ranged in age from 18 to 50, all with previous art instruction at the high school level. After responding to questionnaires in which they offered suggestions about course planning, students were exposed to a learning module based on the systems approach and behavioral objectives which was designed to incorporate pre- and post-testing, extensive media presentations, individual teacher conferences, and independent study. Evaluation of student drawings was performed by the interacting classroom-instructor method, exposing the entire class to strategies employed by all the students in completing their drawings. This produced positive and negative peer reinforcement, giving an opportunity for instant feedback to students and motivating a more creative classroom discussion. Results of the experiment included a higher degree of completion among students, increased class motivation, and improved quality of drawings. The document contains the objectives, resources, and explicit instructions for the replication of this instructional design. Criterion measures are appended. (RT)

ED 140 919 JC 770 364

Gold, Ben K.

Performance on the Fall 1976 L.A.C.C. Guidance

Examination. Research Study #77-7.

Los Angeles City Coll., Calif.

Pub Date Aug 77

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Freshmen, Community Colleges, English Curriculum, Institutional Research, *Junior Colleges, Junior College Students, *Reading Level, Reading Tests, Remedial Courses, *Screening Tests, Sex Differences, Student Ability, *Student Placement

Identifiers—Survey of Reading Achievement

The scores of 1,907 entering freshmen on the Survey of Reading Achievement (advanced grades 9-12) were examined in the fall of 1976 at Los Angeles City College. Important findings included: (1) a 10th grade median reading level; (2) slightly better performance by males; (3) an average of 9.5 grade level for first-time enrollees (71%); (4) a performance below the overall average by students who last attended Los Angeles city high schools; (5) variance among Los Angeles high schools ranging from 8th to 12th grade levels; and (6) test scores which resulted in nearly equal divisions of students recommended to English 1, English 60, and Developmental Communications. These classes represent a grade-level division of 11th and above, 9th and 10th, and 8th and below, respectively. Frequency distributions are given by sex and for the total group according to the date the examination was taken, previous colleges attended, geographical location of last high school, individual Los Angeles city high schools, and percentage distribution by grade-level score. Distribution for English placement completes the tabular data, which constitutes the major part of this report. (RT)

ED 140 920 JC 770 365

Jones, Robert F.

A Study of the Impact of Cancelling Classes.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Report No—OIRA-7-11

Pub Date 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Policy, *Class Size, Community Colleges, Courses, Credits, *Enrollment Influences, Expenditures, *Financial Policy, Income, Institutional Research, *Junior Colleges, Models, Student Behavior
 Identifiers—*Class Cancellation, Student Course Load

The purposes of this study were to learn more about what students do who have one or more of their classes cancelled and to determine the fiscal efficacy of current college procedures with regard to cancelling classes having an enrollment of less than fifteen. A random sample of 918 was drawn from the entire student body as a control group, compared with all 767 students registered in cancelled classes in the fall of 1975. The main comparisons centered on changes in credit hour loads between the first and third weeks of classes. Loss of revenue was calculated at current tuition rates of \$20 per credit hour, along with state aid of \$700 per full-time equivalent student. It was found that (1) being in a cancelled class appears to increase the probability that a student will drop out of college completely; (2) a greater proportion of students in cancelled classes had originally enrolled in three or fewer credit hours than control group students; (3) the credit hour load of cancelled class students was less stable; and (4) students who were in cancelled classes tended to end with lighter loads than control group students. While all students averaged together decreased their credit load, the drop was five times greater for the cancelled class group. A hypothetical financial model based on these student behaviors demonstrated that the economics of cancelled classes with fewer than fifteen students may be misleading and grossly overstated. (RT)

ED 140 921

JC 770 366

Gell, Robert L. Armstrong, David F.

Montgomery College Student Follow-up Study: First-Time Students, Fall 1972.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date May 77

Note—60p.; Some parts may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Associate Degrees, Cohort Analysis, Community Colleges, *Employment Patterns, *Followup Studies, Institutional Research, Job Placement, *Junior Colleges, Junior College Students, Program Attitudes, *Program Evaluation, Questionnaires, State Surveys, *Student Needs, Surveys, *Transfer Students

As part of a state-wide longitudinal study of student goal attainment, Montgomery College surveyed 3,975 students in 1976 who had initially enrolled in fall of 1972. Sixty percent responded. Interviews with non-respondents showed that the academically able were more likely to respond, but that questionnaire item responses varied little. Data included demographic information, goals upon entry to the college, and current goal outcomes. Major goals were (1) graduating with an A. A. degree, (2) career training and employment, and (3) transfer to a four-year institution. Of the 53% who originally planned to graduate, 42% had earned degrees or certificates. Among career-goal students, 79% held full-time jobs, and of these, 73% reported jobs related to their college programs. These students felt preparation was good, but college placement efforts poor. Of those intending to transfer, 76% did so, with most continuing in majors related to their community college studies. The research did not assess outcomes of the college beyond initial student aims, outside factors contributing to student success, or ask if the unemployed were seeking work. Entrance goals reported after three and one-half years may have been subject to change. The data are presented with comparative statistics to the larger state-wide study, the methodology is detailed, and the questionnaire is appended. (RT)

ED 140 922

JC 770 367

Gell, Robert L. Armstrong, David F.

Tentative Ten-Year Enrollment Projections, Fiscal Years 1978-1987. (A Supplement to the FY 1978 Capital and Operating Budgets of Montgomery Community College)

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date Oct 76

Note—73p.; Some tables in appendices may reproduce poorly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Students, Credits, Enrollment, *Enrollment Projections, Enrollment Rate, Extension Education, High School Graduates, *Junior Colleges, *Mathematical Models, Planning, Population Trends, Statistical Analysis, Student Mobility

The number of students expected to enroll in Montgomery College yearly through 1987 is projected on the basis of a model incorporating past trends, population projections, economic indicators, and other factors on which viable assumptions about the future can be based, into a system of linear equations expressed in matrix notation. The model utilizes existing population projections for population sub-groups which constitute distinct segments of the total student body (high school graduation projections, county population projections, etc.). These projections are modified by factors representing past experience of enrollment rates for each segment and the effects of reasonable anticipated changes not reflected in past history, such as the expected effects of policy decisions, on each segment. Projections of expected enrollment are obtained for the following segments, which are discussed separately: (1) recent county high school graduates, including early and delayed enrollees, (2) out-of-county Maryland students, (3) out-of-state or non-resident students, (4) matriculated returning students, and (5) county residents expected to enroll as non-matriculated students. The model is easily expandable to accommodate new information and consideration of new sources of students as they are identified. Extensive tables and graphs are included. (RT)

ED 140 923

JC 770 368

Cooper, John D.

Professional Development Plan, Lansing Community College, 1976-1977.

Lansing Community Coll., Mich.

Pub Date 1 Sep 76

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Education, Community Colleges, *Inservice Programs, Institutional Research, *Junior Colleges, *Needs Assessment, Objectives, *Program Design, Program Development, Questionnaires, *Staff Improvement

In order to develop a comprehensive professional development plan, college employees were asked in 1976 to complete a needs assessment questionnaire, which served as the basis for discussion among divisional officers and a development coordinator. Development goals and objectives were compiled, followed by identification of potential programs. These were then written by the coordinator for the institutional level, and by officers for each division. This document is the emergent plan for professional development and details the processes of needs assessment, rationale for professional development, identification of potential programs, and explicit proposals for their implementation and evaluation. Institutional activities are described for faculty, staff, and administration. Program designs are included for Learning Resources, Arts and Sciences, Applied Arts and Science, Business, and Student Personnel Services. The two-year process was part of an Advanced Institutional Development Grant. Needs assessment questionnaires are appended. (RT)

ED 140 924

JC 770 369

Glab, Edward Jr., Comp.

Problems and Prospects of Introducing Latin American Studies into the Community and Junior College Curriculum.

Texas Univ., Austin. Inst. of Latin American Studies.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 3 Mar 77

Note—34p.; Papers presented at the Annual Meeting of the Southwestern Council in Latin American Studies, Lubbock, Texas, March 3, 1977

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Area Studies, College Curriculum, Community Colleges, Course Content, *Cross Cultural Studies, Curriculum Design, *Curriculum Problems, Interdisciplinary Approach, *Junior Colleges, *Latin American Culture, Mexican American History

These papers represent a general discussion of the problems and prospects for teaching Latin American Studies in two-year colleges. More broadly, they highlight the difficulties of introducing any sort of intercultural dimension into the two-year college curriculum. Sheila Tesar discusses the constraints of state regulations and student attitudes in expanding Latin American coursework, and the two most promising approaches—incorporation of units in existing offerings and establishment of continuing education courses. Patrick Foley describes the interdisciplinary approach adopted for social sciences, humanities, and Spanish language courses at Tarrant County Junior College, Northwest campus. Deficiencies of present U. S. history courses and the needs of Chicano students for an accurate and unbiased portrayal of Mexican American history are reviewed by Jose Roberto Juarez, Sr. Felix Tejera discusses the administrative resistance to instituting Latin American history courses that instructors may face, student-oriented problems, lack of appropriate textbooks, and needed professional resources. (BB)

ED 140 925

JC 770 370

Bistreich, Alan M.

Predicting Grade Point Average, Withdrawal and Graduation from Four Allied Health Programs at Miami-Dade Community College Medical Center Campus.

Pub Date 77

Note—103p.; Ed.D. Dissertation, Nova University. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, *College Admission, Community Colleges, Competitive Selection, Dental Hygienists, Grade Point Average, Grades (Scholastic), *Graduation, *Health Occupations Education, *Junior Colleges, Medical Record Technicians, Medical Technologists, Predictive Validity, *Predictor Variables, Radiologic Technologists, Success Factors, Withdrawal

The validity of seven criteria utilized in conjunction with personal interviews and School and College Ability Test scores in the selection of applicants for admission to four Allied Health programs was investigated. The independent predictor variables studied were high school grade point average (GPA), the number of high school natural science courses taken, high school English grades, high school natural science grades, high school mathematics grades, percentile rank in high school, and Miami-Dade Community College GPA at the time of selection into one of the programs. Subjects included all 91 students admitted (out of 470 applicants) for the fall term, 1974: 28 Dental Hygiene students, 23 Medical Laboratory Technology students, 25 Medical Record Technology students, and 15 Radiologic Technology students. All those admitted were full-time students expected to have good potential for graduation within a two-year period. Dependent variables were final GPA, withdrawal and graduation from each of the programs. Only three significant correlations were found: Miami-Dade GPA at the time of selection for predicting final GPA in Dental Hygiene; high school grades in natural science for predicting graduation in Medical Laboratory Technology; and high school English grades in predicting graduation in Medical Laboratory Technology. (BB)

ED 140 926

JC 770 371

Gell, Robert L. And Others

Non-Returning Special Students: A Follow-up Study.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date 74

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, *Dropouts, Employment, *Followup Studies, Institutional Research, *Junior Colleges, Participant Satisfaction, Program Evaluation, Questionnaires, Student Opinion, Surveys, Transfer Students

In order to establish baseline data for a continuing examination of non-returning students at Montgomery College, questionnaires were sent to 570 "special students"—students not matriculated in a particular curriculum and who do not intend to complete a degree or certificate—who attended the college during spring 1970 but did not return

for the fall 1970 term. A response rate of 41.4% was obtained. The survey elicited reasons for attendance and non-return, current educational and employment status, and evaluation of college instruction and services. The findings in these areas are discussed in detail and the data are presented in a series of tables and graphs. This study was a companion to a similar survey of matriculated students who did not return for fall 1970 (ED 091 025). The survey instrument utilized in both studies is appended. (BB)

ED 140 927 95 JC 770 372

Sanchez, Bonnie, Comp.

About Community College Community Education and Community Services. A "Brief" Highlighting Important Literature since 1965 about Community Education and Community Services in the Community College.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 77

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Community Colleges, *Community Education, *Community Service Programs, Community Services, *Community Surveys, *Junior Colleges, *Literature Reviews, Needs Assessment

An introductory overview of community education in the community college provides a definition, and reviews the participants, activities, facilities, cooperative aspects, needs assessment and evaluation, funding, and organization and administration of such programs. The annotated bibliography of significant literature since 1965 which follows contains 40 references drawn from both published and unpublished materials, including the journal literature and the ERIC document collection. The bibliography is divided into five sections: Comprehensive Sources, Community Education, Community Services, Community Service Programs, and Community Surveys. (BB)

ED 140 928 95 JC 770 373

Alvarado, Andrew, Comp.

About Community College Finance. A "Brief" Highlighting Important Literature since 1973 about Finance in the Community College.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 77

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Community Colleges, Community Resources, *Educational Finance, Expenditure Per Student, Federal Aid, Financial Problems, *Financial Support, Grants, *Junior Colleges, *Literature Reviews, State Aid

An introductory overview of community college finance provides an outline of current funding patterns, sources of income, resource development efforts, current financial problems, and proposed solutions. The annotated bibliography that follows contains 27 references drawn from both published and unpublished sources including the journal literature, published books, and ERIC documents. The bibliography is divided into six sections: Comprehensive Sources, Financial Planning, Expenditure Per Student, State and Federal Support, Grants Support, and Community Resources. (BB)

ED 140 929 95 JC 770 374

Rimander, Elizabeth, Comp.

About the Students. A "Brief" Highlighting Important Literature since 1973 on Student Characteristics and the Development of Programs to Meet Student Needs.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 77

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Community Colleges, Females, Handicapped Students, Junior Colleges, *Junior College Students, *Literature Reviews, Minority Groups, Older Adults, Part Time Students, Prisoners, Program Descriptions, *Student Charac-

teristics, *Student Needs, Veterans, Vocational Education, Womens Education

A total of 39 references to both published and unpublished materials drawn from a variety of sources are presented in this annotated bibliography. The materials included represent the most significant current literature on the diverse nature and characteristics of two-year college students, their special needs, and the programs developed to meet these needs. The bibliography is divided into nine sections: Comprehensive Sources, Vocational Students, Ethnic Minority Students, Handicapped Students, Part-Time Students, Prisoners and Parolees, Senior Citizens, Veterans, and Women Students. Preceding the bibliography is a brief summary of 14 significant findings synthesized from the included literature and 11 important questions concerning two-year college students and program effectiveness for which the literature does not provide answers. (BB)

PS

ED 140 930 PS 009 072

Bingham-Newman, Ann M. And Others

Logical Operations Instruction in the Preschool. Parts 1 and 2.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—UW-WRDCCL-TR-354

Bureau No.—142-1769

Pub Date Apr 76

Contract—NE-C-00-3-0065

Note—220p.; Report from the Project on Conditions of School Learning and Instructional Strategies; Some tables may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.

Descriptors—Cognitive Ability, *Cognitive Development, Curriculum Evaluation, Curriculum Planning, Developmental Stages, *Educational Research, *Evaluation Methods, Experimental Programs, Instructional Materials, Learning Activities, Logical Thinking, *Preschool Curriculum, *Preschool Education, Program Evaluation, Tables (Data), *Teacher Education

Identifiers—*Piaget (Jean)

The purpose of this study conducted by the Wisconsin Research and Development Center for Cognitive Learning was to develop, implement, and evaluate an experimental preschool education program based on Piaget's theory of cognitive development. A second purpose was to examine Piaget's theoretical assumptions and postulated cognitive developmental trends for a two-year period of the preoperational substage. A core group of 48 subjects aged 3 to 5 years remained with the project for the full two years. The document includes sections on (1) the preoperational characteristics of mental operations, (2) description of preschool programs and the teacher education component which includes principles, guidelines and components of the Piagetian preschool program, a conventional nursery school program and the teacher education program for the Piagetian Preschool Education Program (PPEP), (3) methods and procedures, (4) results and discussion. Extensive tables are included. The 92 pages of appendices include curriculum planning materials, task protocols, scoring procedures and materials as well as comprehensive score patterns and stage designations for the complete task battery. (MS)

ED 140 931 PS 009 105

Hobson, Arline B. McCauley, Perry B.

Intellectual Skills and Language.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—194p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classification, *Cognitive Development, Creativity, *Curriculum Guides, *Early Childhood Education, Imagination, Kindergarten, *Language Development, *Learning Activities, Primary Education, Problem Solving, Teaching Methods

Identifiers—Project Follow Through, Tucson Early Education Model

The learning activities in this handbook were taken directly from Tucson Early Education Model (TEEM) classrooms and designed to foster intellectual and language development. More specifically, these activities are designed to foster linguistic awareness, sensory perception, curiosity, and imagination, to guide the child in differentiating fantasy from reality, to foster the creative process, the habit of labeling, identification and discrimination, classification skills, spatial relations, time understanding, and the concepts of quantity and change. The concept of change includes spatial, temporal, textural, developmental, cyclic, atmospheric, mechanical and chemical changes. In addition, the activities are designed to produce awareness of cause and effect, to foster the practice of tentativeness, to teach how to make choices, to develop the ability to be relevant, to teach planning and to facilitate problem solving (social and intellectual). (MS)

ED 140 932 PS 009 252

Borman, Kathryn Matey

Social Control and the Process of Schooling: A Study of Socialization of Kindergarten Children in Two Settings.

Pub Date Apr 77

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Classroom Communication, Classroom Environment, *Classroom Observation Techniques, Comparative Analysis, Data Collection, Elementary Education, Interaction Process Analysis, *Kindergarten Children, Open Education, Peer Relationship, Reliability, *Self Control, *Socialization, Social Relations, Student Teacher Relationship, Tape Recordings, Traditional Schools, *Verbal Communication

This paper describes a method of analyzing audio-taped communicative events recorded in the fall and winter of a school year (1975-1976) in two kindergarten classrooms, and reports the results of an investigation of classroom communicative process. Three levels of analysis were developed to measure (1) number and kind of recorded conversational components, (2) functional properties of conversational components, and (3) specific syntactic and semantic properties and contextual qualities of individual regulative conversational components. These measures defined four categories of seasonal, sex, teacher, and school differences between the two kindergarten settings under investigation. (MS)

ED 140 933 PS 009 268

Holmberg, Margaret C.

The Development of Social Interchange Patterns from 12-42 Months: Cross-Sectional and Short-Term Longitudinal Analyses.

Pub Date Mar 77

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Infants, *Interaction Process Analysis, Observation, *Parent Child Relationship, *Peer Relationship, *Preschool Children, Prosocial Behavior, Research Methodology, Social Development, *Social Relations

This study charts the development of social interchange patterns (reciprocity) between familiar peers and adults from written and videotaped observations of 72 children at ages 12, 18, 24, 30, 36, and 42 months. Two additional groups of eight children were observed over a 12-month interval in a parallel longitudinal design. Measures included prosocial and assertive response units as well as structural features of the interchange sequences. Findings, supported by both the longitudinal and the cross-sectional design, indicated that: (1) prosocial acts increased over time and the relative number of assertive acts decreased; (2) even the 12-month-olds discriminated between social partners and emitted few assertive acts with adults; (3) the increase in prosocial acts was due in part to changes in the form of the acts, i.e., an increase in verbal initiations; (4) the increase was also due to the growing capability of the child to maintain interchanges, first by responding to overtures rather than ignoring them

and subsequently by varying the response acts in elaborated patterns; (5) the major changes in form and content of social acts with peers were preceded by the appearance of that pattern with adults. The data strongly support the view that the development of reciprocal acts reflects simultaneously changing capabilities of children and concomitant shifts in the social feedback provided them. (Author/MS)

ED 140 934

PS 009 282

Olmsted, Pat

Parental Teaching Strategies: A Review of Selected Observational Studies.

Pub Date Feb 77

Note—49p.; Filmed from best available copy; Adapted from paper presented at "Toward the Competent Parent: An Interdisciplinary Conference on Parenting" (Atlanta, Georgia, February 21-22, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Children, Cross Cultural Studies, *Early Childhood Education, *Literature Reviews, *Observation, *Parent Child Relationship, *Parents, Research Methodology, Sex Differences, Social Class, Socioeconomic Influences, *Teaching Styles

This paper reviews 25 selected studies of parent teaching strategies. The studies selected for review were major studies in the subject area which: (1) involved direct observation of parent-child interactions (parents interacting with their own children) in a structured situation; and (2) employed an unusual method to study parental teaching strategies and/or examined a unique set of teaching behaviors. Age range of the children was generally 3-9 years. Each study is examined separately and the results are presented and discussed. The paper concludes with a summary and discussion of the results of all the studies. (MS)

ED 140 935

PS 009 291

Stevens, Jr., Joseph H.

Differential Outcomes of Early Childhood Education.

Pub Date [76]

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement, *Comparative Analysis, Compensatory Education Programs, Developmental Programs, *Early Childhood Education, Educational Programs, Elementary School Students, *Intervention, *Models, Preschool Children, *Program Evaluation, Research Needs

Identifiers—*Planned Variation, Project Follow Through, Project Head Start

This paper reviews seven studies comparing the differential effects of early childhood programs and approaches on children's development: (1) Planned Variation in Head Start; (2) Planned Variation in Follow Through; (3) Soar and Soar Study of Follow Through; (4) Miller and Dyer's Planned Variations Study; (5) Karnes Curriculum Comparison Study; (6) Ypsilanti Curriculum Comparison Project; and (7) A Comprehensive Assessment of the Impact of Schooling. Studies compared academically oriented programs with cognitive discovery programs and/or discovery programs. Academically oriented programs included the Englemann-Becker Distar Program, the Bushell Applied Behavior Analysis model, the University of Pittsburgh Individually Prescribed Instruction model, the Demonstration and Research Center for Early Education model, and the Karnes' Ameliorative model. Cognitive-discovery programs included Weikart's High Scope Model, the Tucson Early Education Model, the Nimmich Responsive Model, the Gordon Parent Educator model, the Responsive Environment Corporation model, the Montessori and the Ypsilanti Piagetian-based, cognitively-oriented curriculums. Discovery programs were Bank Street, the Education Development Center model, and traditional nursery school classes. Also mentioned was the Community-Integrated Approach. Studies compared student achievement on standardized tests and on measures of social, moral, self-concept, problem solving and personality development. (SB)

ED 140 936

PS 009 298

Campbell, Mandy Falender, Carol

A Piagetian-Based Curriculum for Toddlers.

California Univ., Los Angeles. School of Education.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 76

Grant—USPHS-5-T01-MH-12924

Note—46p.; Report No. 4; For related documents, see PS 009 299-300

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cognitive Development, Curriculum Development, *Day Care Services, *Developmental Programs, Developmental Stages, *Preschool Curriculum, Program Content, *Program Descriptions, Teacher Role

Identifiers—*Piaget (Jean)

This paper outlines a toddler day care curriculum, based on Piaget's developmental theory, which is suitable for implementation at a laboratory preschool or community college child care center. Implications of Piaget's theory for the curriculum of a toddler program are discussed. The specific program developed is described in terms of guidelines for arrangement of the environment, definition of teacher roles, development of open-ended curricula, decisions concerning developmental appropriateness, and individualization of curriculum and environment. Emphasis throughout the program is on process rather than product. Approximately half the paper consists of specific activities for toddlers accompanied by developmental goals relating the activities to Piagetian concepts. (Author/SB)

ED 140 937

PS 009 300

Falender, Carol A. And Others

Simulation of an Infant Daycare Setting: Implementation and Evaluation.

California Univ., Los Angeles. School of Education.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 76

Grant—USPHS-5-T01-MH-12924

Note—43p.; Report No. 3; For related documents, see PS 009 298-299

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrator Education, *Day Care Services, Early Childhood Education, Infants, *Inservice Programs, Role Playing, *Simulation, *Teacher Education, *Teacher Workshops

Identifiers—Staff Training

This paper describes the development of a simulation technique that can be used in the training of infant day care administrators and personnel. The planning of the simulation was designed as a training experience for graduate students in an early childhood education program. Students, faculty members and child care professionals from the community were asked to role play the parts of director, teacher, parent, aide, community representative and junior college representative. Participants were divided into small groups and given envelopes of "in-box" materials, letters and memos on specific situations and problems typically confronting day care personnel each week. In the first phase of the simulation, all participants assumed the role of the director. In the second stage the scene shifted to a staff meeting for which different roles were assigned. The third phase was an advisory board meeting. Participants attempted to organize materials in terms of priority within each phase of the simulation and solve the most important problems. Summaries of small group discussions and consensus on topics were recorded. These records were used in an evaluation of the session, as were summary evaluations by individual participants and evaluation forms filled out at the end of group simulations. The evaluation procedure is discussed in detail, and recommendations for potential use of the simulation are made. Appendices include the background information presented to participants: a description of the simulated center, in-box materials, and the evaluation form used by participants. (SB)

ED 140 938

PS 009 302

O'Bryan, K. G. And Others

The Junior Kindergarten Study.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date 75

Note—133p.

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2. Canada (Hard copy, \$2.00; Microfiche copy, \$1.00)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Annotated Bibliographies, *Early Childhood Education, Foreign Countries, *Kindergarten, *Literature Reviews, Questionnaires, Surveys, Teacher Associations, Teacher Attitudes, *Teacher Certification, Teacher Education, *Teacher Qualifications

Identifiers—*Ontario

This report examines the place of noncertified early childhood education graduates in the structure of Ontario education. After an introductory chapter, the second chapter reviews the literature related to questions of professional training, certification and competency. Included are a short examination of basic theoretical ideas on professional growth; a description of the growth of professional education and certification in Ontario; an examination of certification as it relates to competency; an examination of possible future options for certification; and a description of the growth of the Association for Early Childhood Education Ontario (AECEO). Views on the question of certification of junior kindergarten teachers were obtained through interviews and questionnaires from junior kindergarten noncertificated teachers, principals, certificated teachers who worked with noncertificated teachers, teachers from the general population, individuals associated with teacher federations and the AECEO, and members of the public who had children attending junior kindergartens. A modified pathway analysis of the questionnaire and interview data is reported in Chapter 3. Chapter 4 contains conclusions and recommendations. Appendices include an annotated bibliography, an outline of courses of study offered at teacher education colleges and community institutions, and AECEO guidelines for early childhood education courses. (SB)

ED 140 939

PS 009 306

Chipman, Susan F. And Others

Sensitivity to Visual Structure.

Pub Date Mar 77

Note—20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, *College Students, *Discrimination Learning, Elementary Education, *Elementary School Students, Higher Education, Kindergarten, *Memory, *Pattern Recognition, Research Methodology, *Visual Discrimination, Visual Perception

Described are three experiments which probed children's sensitivity to structure or organization in visual patterns. Each experiment employed a different paradigm (complexity judgment, discrimination learning, recognition learning, and memory) in order to tap different aspects of children's use of structural information. Subjects were children in kindergarten through sixth grade as well as university students. Major findings were (1) indices of sensitivity to visual organization show dramatic changes with age; (2) children's sensitivity to visual structure depends upon the type of structure; and (3) whether or not sensitivity to structure is revealed depends upon the experimental task. (Author/MS)

ED 140 940

PS 009 310

Copeland, William C.

Obtaining Federal Money for Children's Services:

Financing Services for Children through Title XX and Other Programs. Manual 2.

Child Welfare League of America, Inc., New York, N.Y.; Hecht Inst. for State Child Welfare Planning, Washington, D.C.

Pub Date 76

Note—66p.; For abstracts to related documents, see PS 009 111, PS 009 309, and PS 009 311 Available from—Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Child Advocacy, *Child Welfare, Federal Aid, *Financial Support, Intervention, Manuals, *Planning, *Program Design, Social Services, State Aid, *State Federal Aid

Identifiers—*Social Security Act Title XX

This is the second manual of a 4-part series on how to find, obtain, contract for and manage Federal money for children's services. This manual discusses how to put together a services concept, how to organize to obtain federal money and how to relate to the state's or county's

planning, budgeting and appropriations cycle. Emphasis is on Title XX of the Social Security Act, but attention is given also to alternative sources where Title XX funds are not sufficient. Although of possible interest to public agencies, the series is aimed primarily at voluntary child welfare agencies and other nongovernmental child advocacy groups. Sections include (1) Program Concept: what goes into a program concept, development of the basic idea for the program concept, showing that service is needed, showing the service will have an adequate impact, demonstration of service capability, and using programs other than Title XX; (2) Organization: why an organization is needed, and the purpose of an organization; and (3) Timing the Search for Funding: the major processes, their timing, access and schedule, when to do what. A glossary of technical terms and acronyms is provided. (Author/SB)

ED 140 941

PS 009 311

Copeland, William C.

Audit-Proof Contracting for Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 3.

Child Welfare League of America, Inc., New York, N.Y.; Hecht Inst. for State Child Welfare Planning, Washington, D.C.

Pub Date 76

Note—98p.; For abstracts to related documents, see PS 009 111, and PS 009 309-310

Available from—Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Child Advocacy, *Child Welfare, *Contracts, Federal Aid, *Financial Support, Manuals, *Program Proposals, Social Services, State Aid, *State Federal Aid

Identifiers—*Social Security Act Title XX

This is the third of a 3-part series on how to locate, obtain, and manage Federal money for children's services. This manual concentrates on the contracting of money for specific programs. Emphasis is on Title XX of the Social Security Act, but attention is given also to alternative sources where Title XX funds are not sufficient. Although useful for public agencies, the series is aimed primarily at voluntary child welfare agencies and other nongovernmental child advocacy groups. Sections include (1) Program Description: basic requirements and program description checklist; (2) Contract Requirements; (3) Additional Regulatory Constraints; and (4) Pricing the Service: federal requirements, a full-cost expenditure base, optimal allocation of costs and revenues, reimbursement for all entitled children, calculating the rate, and payment intervals. A glossary of technical terms and acronyms, Federal guidelines on cost principles, and sample contracts are provided. (Author/SB)

ED 140 942

PS 009 312

Heberle, Jeanne

Learning Resources Center: Increasing Parent Competence.

Louisville and Jefferson County Community Coordinated Child Care, Ky.

Pub Date Feb 77

Note—22p.; Paper presented at "Toward the Competent Parent: An Interdisciplinary Conference on Parenting" (Atlanta, Georgia, February 21-22, 1977); Parts of appendix may be marginally legible

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Costs, *Early Childhood Education, *Instructional Materials Centers, Library Services, *Parent Education, *Parents, *Program Development

Identifiers—*Community Coordinated Child Care, Kentucky (Louisville)

This paper describes briefly the development, funding and operation of a learning resources center for parents in Louisville, KY. Any parent may check out materials for a specified period of time (2-4 weeks). Available at the center are teacher activity materials, toys and records, information for operating a child development program, curriculum manuals, planning aids, educational program kits, audio visual aids and reference books. An early childhood specialist is available to parents for advice and assistance in using the materials. The center is open one day a week and has been well received in the community. (MS)

ED 140 943

Rice, Deryl Ann

To Teach Family Day Care Caregivers How Not to Be Discriminative with Sex Roles and to Encourage Positive Self Images with Children of Different Ethnic Cultures. (A Proposal).

Pub Date 77

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Changing Attitudes, *Child Care Workers, Day Care Programs, Day Care Services, Early Childhood Education, *Educational Programs, *Ethnic Stereotypes, *Family Day Care, Instructional Materials, Learning Activities, *Sex Stereotypes, Training Objectives, Training Techniques

Identifiers—*Caregivers, *Family Day Care Task Force

This document presents a portion of the Family Day Care Task Force's overall training program for family day care caregivers designed specifically to re-educate caregivers with regard to attitudes toward ethnic and sex stereotyping. Training objectives, procedures for the training sessions, and class outlines are presented. Also included are suggested activities, materials, and resources for caregivers to use in combating ethnic and sex stereotyping. (JMB)

ED 140 944

PS 009 314

Maternal and Child Health Care Act—1976. Supplemental Hearing Before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Fourth Congress, Second Session on H.R. 12937, H.R. 14309, and H.R. 14822 (Identical Bills) and H.R. 14497.

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.

Pub Date 13 Sep 76

Note—275p.; Pages 221-228 of the original document contain small print and may be of marginal legibility

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Birth, Children, Child Welfare, *Federal Legislation, Government Role, *Health Insurance, Health Needs, Mothers, Pregnancy, *Public Health, *Public Health Legislation

Identifiers—*Maternal and Child Health Care Act, *National Health Insurance

Contained are the proceedings of the September 13, 1976, hearing before the House of Representatives subcommittee on health and the environment on Bills H.R. 12937, H.R. 14309 and H.R. 14822, identical bills to establish a national system of maternal and child health care, and H.R. 14497, a bill to establish a national health insurance system for maternal and child health care. Included are the texts of the bills, statements by witnesses, and additional materials submitted for the record. (SB)

ED 140 945

PS 009 315

Sutton-Smith, Brian

The Enculturation of the Imaginative Processes Between the Ages of Five and Seven Years and Their Effect Upon Classroom Activity. Final Report.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No.—BR-3-4015

Pub Date Sep 76

Grant—NE-G-00-3-0133

Note—326p.; Filmed from best available copy

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Adjustment (to Environment), Children's Games, Cognitive Development, Cognitive Processes, Cross Cultural Studies, *Early Childhood Education, *Fantasy, *Imagination, Media Research, *Play, Pretend Play, Research Methodology, *Socialization, *Story Telling

This study represents the integration of several smaller studies and articles on how the fantasies of children between age 5 and 7 become structured by the socialization pressures of the media and the school and how this helps or hinders the growth of children's own imaginative processes. Paper 1 is a research review and theoretical overview of the character of play which addresses the relation between imagination and play and the function of play in adaptive potentiation. Papers 2-4 comprise the methodological section in which the kinds of data collection and methodology em-

played in this study are discussed. The section on results includes papers 5 through 15. Papers 5 and 6 present results of developmental and cross-cultural studies in which universal parameters of development in children's games are identified. Papers 7 through 12 center around systems for analyzing plot structures in children's narratives. In paper 13, results are presented from a study of age-related changes in the interrelationships within and between expressive media. Paper 14 explores developmental and sex differences in the dreams and stories of boys and girls. Paper 15 deals with the effects of media influence on storytelling. A bibliography and appendix are included. (JMB)

ED 140 946

PS 009 318

Kierscht, Marcia Seland Vietze, Peter M.

Multivariate Model of Infant Competence.

Pub Date Mar 77

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Body Weight, *Child Development, *Infants, Longitudinal Studies, Mothers, *Motor Development, Multiple Regression Analysis, *Parent Child Relationship, Personality, Research Methodology, Sex Differences, *Skills, *Social Development

Identifiers—Bayley Scales of Infant Development, *Infant Competence

This paper describes a multivariate model of early infant competence formulated from variables representing infant-environment transaction including: birthweight, habituation index, personality ratings of infant social orientation and task orientation, ratings of maternal responsiveness to infant distress and social signals, and observational measures of latency of maternal response to infant distress and vocal signals taken in the home. The Bayley Scales of Mental and Motor Development were administered when the infants were 2 1/2 and 6 months old, and multiple linear regression analysis was performed on infant and maternal variables. The sample consisted of 51 first born infants of normal birthweight and free of significant birth defects. Results of this study support transactional developmental perspective where both infant and environmental characteristics are predictors of competence. (Author/MS)

ED 140 947

PS 009 319

Armah, Kwaku Arnold, Marjorie

Acquisition of Conservation in Ghanaian Children.

Pub Date Mar 77

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Age Differences, Cognitive Development, *Conservation (Concept), *Elementary Education, *Elementary School Students, Females, *Foreign Countries, *Parental Background, Parents, Research Methodology

Identifiers—*Ghana, *Piaget (Jean)

This study investigates the relationship between Ghanaian children's acquisition of conservation and their age, parental profession and schooling or lack of schooling. Subjects were 120 females, 40 in each of three age groups (6-7, 8-9 and 10-11 years). Half of the subjects in each group had parents in traditional African professions such as pottery making and half in non-traditional professions. Subjects were given two Piagetian tasks (quantity and amount). Major findings indicated that conservation was related to age, task and parental profession but not to schooling except where it seemed to interfere with the experiences of the traditional professional group. Subjects who were older and from the traditional parental profession group scored highest and the quantity task was the easier one. Ghanaian subjects conserved at the same ages as western subjects. (MS)

ED 140 948

PS 009 321

Robinson, Bryan E.

Sex-Typed Attitudes, Sex-Typed Contingency Behaviors, and Personality Traits of Male Caregivers.

Pub Date Mar 77

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child

Development (New Orleans, Louisiana, March 17-20, 1977); Based on Ph.D. dissertation, University of North Carolina at Greensboro
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Comparative Analysis, *Day Care Services, Early Childhood Education, *Males, Observation, Personality, *Sex Differences, *Sex Role, *Sex Stereotypes, Teacher Attitudes, *Teacher Behavior, Teacher Characteristics

Identifiers—*Caregivers

This study examined the contingency behaviors, attitudinal dispositions, and personality traits of male caregivers in day care settings. A random sample of 20 male caregivers was contrasted with 20 female caregivers and 20 male engineers on measures of sex-typed attitudes and personality traits. Male and female caregivers were also contrasted on their sex-typed contingency behaviors as observed with the Fagot-Patterson Checklist. Results showed that all three groups maintained that boys should be masculine but felt that girls should be equally masculine and feminine in their behavior. Both male and female caregivers reinforced children significantly more for feminine behaviors than masculine behaviors and punished masculine behaviors more than feminine behaviors. Although the personalities of the male caregivers corresponded to the feminine direction of their female counterparts, they were not significantly more feminine than the male engineers. The female caregivers however, scored significantly more feminine in personality than the male engineers. It was concluded that the findings reported here did not confirm the flood of impressionistic reports in the educational literature which claim that males should be employed to counterbalance the "feminized" environment in early education. (JMB)

ED 140 949

PS 009 322

Kleinman, Harriet M.

Effects of a Mother-Infant Program on Positive Feelings of New Mothers: A Pilot Investigation.
 Pub Date Jun 77

Note—109p.; Master's Thesis, California State University, Northridge; Parts may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Attachment Behavior, Child Rearing, Infant Behavior, *Infants, *Mothers, Parent Attitudes, *Parent Child Relationship, *Parent Education, Parent Role, *Program Descriptions, *Program Evaluation, Questionnaires, Self Concept

This paper describes and evaluates a program designed to enhance new mothers' self-confidence in their maternal role as a means of promoting optimal mother-infant interaction during the infant's first six months. Ten middle-class mothers and their healthy first-born infants were involved in an 8-week educational program which provided psychological support and information to the mothers. The program is described in terms of physical setting, procedures, objectives, methods and role of the leader. Details of the process and content of the group meetings are discussed. Changes in the mother's feelings in regard to her enjoyment of the baby, self-confidence as a parent and self-identity were examined. Evaluation tools used were: (1) a log of the meetings; (2) mothers' written and oral comments; and (3) a pre-test/post-test inventory. Self-evaluated changes in the mothers' feelings were compared with changes in the feelings of mothers in two control groups. It was tentatively concluded that this parent-support approach is effective in increasing the self-confidence of new mothers. Recommendations are made for related research. Appendices include materials used in the study. (Author/MS)

ED 140 950

PS 009 326

Huston-Stein, Aletha Wright, John C.

Modeling the Medium: Effects of Formal Properties of Children's Television Programs.

Spons Agency—Kansas Univ., Lawrence.

Pub Date Mar 77

Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977); Chart may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attention, Cartoons, *Childrens Television, Comprehension, *Developmental

Stages, Early Childhood Education, Environmental Influences, *Social Behavior, *Television Research, *Television Viewing, Violence

This paper discusses research on the effects of formal features of television programs on children's attention, comprehension, and social behavior. Formal features are defined as visual and auditory events which are not primarily a part of the content or message. Three models of the influences of form and content are discussed: (1) the observational learning model which posits that children imitate form the way they do content; (2) the satiation-habituation model which predicts that behavior which contrasts with dominant formal features should result from viewing; and (3) the general arousal model which posits that form and content combine to form a net total arousal that activates whatever behavior is cued in the situation. It is proposed that younger children and other inexperienced viewers respond directly to the most salient features of form and, to some extent, content as isolated attention getting features, whereas older children are more interested in content themes than in formal features. A sample of 19 commercial programs was examined for action, pace, variability, visual techniques and violent content. It was found that programs appealing to preschool children have shorter segments and higher levels of action, pace, variability and special visual effects than programs designed for elementary school children. It is noted that the change in content and form of programs appealing to older children follows the developmental changes proposed in Piagetian and other developmental theories. (SB)

ED 140 951

PS 009 329

Ramey, Craig T. Finkelstein, Neal W.

The Effects of Responsive Stimulation in Early Infancy.

Pub Date Mar 77

Note—26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Science Research, Behavior Change, *Contingency Management, *Infant Behavior, *Infants, Learning, *Stimulation, *Transfer of Training

This study investigated whether infants who were given increased amounts of response-contingent stimulation would evidence positive and nonspecific transfer of learning to situations requiring new responses to control environmental events. Subjects were thirty 3-month-old biologically normal home-reared infants. Infants in the group assigned to a contingent stimulation treatment received 4-second presentations of a cartoon movie plus music contingent on non-fussy vocal responses. Infants in a noncontingent stimulation group received the same temporal pattern of auditory visual stimulation that had been presented to the contingent group. A control group received no stimulation. Both immediately prior to and following treatment all infants were brought to the laboratory for a visual conditioning session. Delayed posttests were given after two weeks to determine if the effects would persist. Results showed that both the contingent and non-contingent stimulation procedures enhanced subsequent learning. (MS)

ED 140 952

PS 009 330

Seaver, Judith W. Orlando, Lynn S.

An Observation Protocol for Early Childhood Settings.

Pub Date 77

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Classroom Observation Techniques, *Early Childhood Education, *Practicum Supervision, *Student Behavior, *Student Teacher Relationship, Student Teaching, Supervisory Methods, *Teacher Behavior, Teacher Education, Teacher Evaluation

Identifiers—*Early Childhood Setting Observation Instrument

The paper describes a systematic observation instrument designed to describe settings in which young children and adults interact. The Early Childhood Setting Observation Instrument (ECSOI) provides a comprehensive matrix of categories useful in describing and analyzing adult-child interactions. Adult behavior categories included in the matrix are: reporter, manager, extender,

observer and socializer. These categories are crossed in an interaction matrix with four child behavior categories: verbal pursuit, environmental pursuit, attention pursuit and passive-non-pursuit. For each category of the instrument a description of intent, a general description of the category behavior and numerous examples of behavior are included. An extended example is given of a supervision strategy for field experiences of early childhood students which utilizes the ECSOI as the primary observation tool. Components of the supervision strategy are: (1) the development of a common language for supervisor and student to describe adult-child interactions; (2) on-site observation; and (3) individual conference and supportive feedback. (Author/MS)

ED 140 953

PS 009 332

Minuchin, Patricia

Differential Use of the Open Classroom: A Study of Exploratory and Cautious Children. Final Report.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Grant—NE-G-00-3-0018

Note—160p.; For related document, see ED 103 117

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Classroom Observation Techniques, *Curiosity, Discovery Learning, Elementary School Students, Learning Activities, Mastery Learning, *Open Education, Peer Relationship, *Primary Education, Research, *Sex Differences, Student Characteristics, Student Teacher Relationship

Identifiers—Self Directed Learning

The purpose of this study was to investigate the differences between exploratory children and cautious children as they functioned in open classrooms over a period of time and to document some general aspects of child behavior in open educational settings. Sixty children were observed through the course of the school year in their first grade open classrooms. Data analysis was focused on exploratory behavior in the classroom; patterns of mastery and learning; self-directed autonomous behavior, and relationships between teachers and peers. In general, it was found that differences between exploratory and cautious children were not so extensive as might be expected, and that not all predictions were borne out. There was no clear evidence that exploratory children were obviously more effective in open settings or that cautious children do not use the opportunities of the open classroom for learning and interaction. There were some systematic differences in functioning between exploratory and cautious children, however, and some patterns that characterized particularly the girls or the boys within the exploratory or cautious groups. The document includes a number of tables and detailed appendices. (MS)

ED 140 954

PS 009 333

Frost, Joe L., Comp.

Developing Programs for Infants & Toddlers.

Association for Childhood Education International, Washington, D.C.

Pub Date 77

Note—83p.; A 1976-78 Biennial Bulletin Order; Some parts may be marginally legible due to small print of the original document

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (Paper, \$3.25, plus \$.33 postage/handling)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, *Child Care, Classroom Environment, *Conference Reports, *Day Care Programs, *Early Childhood Education, Guidelines, Handicapped Children, Infancy, Infants, Intervention, *Preschool Children, Program Development, Program Planning, State Programs

Identifiers—*Association for Childhood Education International

This collection of conference papers (presented at the 1975 Texas Conference on Infancy sponsored by the Association for Childhood Education International) is directed primarily to caretakers, potential caretakers, and parents of young children. Articles included are: (1) Some Observations on Group Care of Infants; (2) What a State Can Do-For Infants; (3) How to Establish and Operate an Infant-Toddler Develop-

ment Project; (4) Day Care: Planning for Learning in Infancy; (5) A Day in the Kramer Baby House; (6) A General Model of Programs for Handicapped Infants and their Families; (7) At Risk; and (8) Selected Information on Practical Resources for Infancy and Infancy Programs: An Abstract Bibliography. (MS)

ED 140 955

PS 009 335

Wilson, Ann L.

A Predictive Analysis of Early Parental Attachment Behavior.

Pub Date Mar 77

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attachment Behavior, *Birth, Fathers, *Mothers, *Neonates, Observation, *Parent Attitudes, *Parent Child Relationship, *Predictor Variables, Research

Identifiers—Brazelton Neonatal Assessment Scale, Rooming In

In this study of 40 primiparous mothers (15 to 36 years of age) and their newborns the significance of predictors of maternal responsiveness was assessed immediately following birth in the delivery room and at feedings 2-3 days and 4 weeks following delivery. The variables used as predictors included the mothers' age and background, prenatal factors, the fathers' presence and responsiveness in the delivery room and neonatal characteristics as assessed by the Brazelton Neonatal Assessment Scale. The variables derived from data collected prenatally and in the immediate postpartum period were added to the analysis as they were generated. Results indicate that the father's responsiveness in the delivery room significantly predicts the mother's responsiveness immediately following birth, and that the mother's behavior at this time predicts her responsiveness during a hospital feeding. Age as a continuous variable and the choice to have a rooming-in arrangement in the hospital significantly predicts maternal responsiveness as it was assessed 4 weeks following delivery. The variance in the predictive significance of the variables at the immediate and 4-week postpartum observation is discussed as evidence of predisposition for positive maternal behavior. Also discussed is how these findings support the Sensitive Period Hypothesis which emphasizes the importance of the amount of contact time a mother has with her infant for the development of a positive attachment. (Author/MS)

ED 140 956

PS 009 337

Susman, Elizabeth J.

The Relation of Visual and Verbal Style of Television Presentation to Learning of Prosocial Content.

Pub Date Mar 77

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Children Television, *Content Analysis, Early Childhood Education, Learning, *Preschool Children, Prosocial Behavior, Sex Differences, Social Development, *Television Research, Television Viewing, *Verbal Stimuli, *Visual Stimuli

The study assessed the effect of two stylistic features of a prosocial television program, visual focusing and verbal labeling, on learning and behavior. Forty male and 40 female preschool children viewed one of five versions of a children's quiz show. Camera zooms and verbal labels alone and in combination emphasized sharing in four prosocial versions of the program: (1) visual focusing (camera zooms) alone, (2) verbal labeling alone, (3) verbal labeling and camera zooms and (4) no camera zooms, no verbal labeling. Sharing was edited out of a fifth version (control). Sex differences were found. Results indicate that: symbolic codes of the media can be used as mediators of television content, and symbolic codes influence behavior more than learning measured by words and pictorial symbols. Results are discussed in terms of the developmental lag between motoric performance and the ability to manipulate abstract symbols representing an act. (Author/MS)

ED 140 957

PS 009 338

Smith, Paul

Little Rock Public Schools Early Childhood Survey.

Little Rock School District, Ark.

Pub Date Apr 74

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Early Childhood Education, *Kindergarten, Needs Assessment, Principals, *Program Evaluation, *Public School Systems, *Surveys, Teachers

Identifiers—Arkansas (Little Rock), Little Rock School District AR

This paper reports the results of a survey of kindergarten teachers and principals in the Little Rock Public School System concerning the new kindergarten program begun in Little Rock in 1974. The kindergarten plan examined is a full-day program for 5-year-olds, with a maximum number of 25 students in each class. Nineteen recommendations resulted from a study of the data, which included views of the respondents on facilities, curriculum needs, inservice training, relationships with staff members and parents, major satisfactions and frustrations. Copies of the teacher and principal instruments are included. (Author/SB)

ED 140 958

PS 009 340

Mitchell, Christine Ault, Ruth L.

The Relationship of Some Problem Solving Variables to Cognitive Tempo.

Pub Date Mar 77

Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Style, *Conceptual Tempo, Elementary Education, *Elementary School Students, *Predictive Validity, *Problem Solving, Research, *Test Validity

Identifiers—*Matching Familiar Figures Test

In this study, children's problem solving responses were compared to performance on the Matching Familiar Figures test (MFF). The MFF and two pattern matching tasks were administered in counterbalanced order to 94 children between 8 and 12 years old. The items for each pattern matching task had one standard and eight variants each composed of 8 black and white dots arranged in circles. In two stepwise multiple regression analyses (1) the MFF variables and age were used to predict each of the pattern matching (dependent) variables; and (2) the pattern matching variables, age, sex, and the order of test administration were used to predict MFF errors and latency. Results are tabulated and discussed. (SB)

ED 140 959

PS 009 342

Wulf, Kathleen M. Bartenstein, Evelyn

An Attempt at Parent Education Through a Lecture-Discussion Series.

Pub Date [75]

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Rearing, *Discussion (Teaching Technique), Group Experience, *Lecture, *Middle Class Mothers, *Parent Education, *Teaching Techniques

This pilot study examined a lecture/discussion approach toward educating upper middle class mothers in child rearing. Mothers ranged in age from 24-45, their children from 1-14 years. Five lectures were given over a 5-week period. Topics included: (1) how a parent can contribute to the growth of a child's intelligence; (2) how language develops in early childhood; (3) newest research on infancy; and (4) the part a parent can play in his/her child's development. An 18-item Likert-type scale was devised to determine a mother's confidence in child rearing. Results of the post-test measure were insignificant. However, the discussions following each lecture allowed mothers to freely express and share their fears and concerns regarding child rearing, and appeared to have a therapeutic effect. Judging from comments, the discussions had a positive effect on mothers in terms of "not feeling so alone" and feeling "better about themselves as mothers". (Author/MS)

ED 140 960

PS 009 343

The Mount Drutt Early Childhood Project. Second Annual Report to Bernard Van Leer Foundation.

Macquarie Univ., North Ryde (Australia). School of Education.

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands); Macquarie Univ., North Ryde (Australia); New South Wales Dept. of Education, Sydney (Australia); New South Wales Health Commission, Sydney (Australia).

Pub Date Jan 77

Note—283p.; Filmed from best available copy

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Annual Reports, Behavior Change, Cognitive Development, *Demonstration Programs, *Early Childhood Education, *Foreign Countries, Home Programs, Performance Based Education, Preschool Curriculum, *Preschool Programs, *Program Descriptions, *Program Evaluation, Questionnaires, Rating Scales, Self Concept, Student Evaluation, Teaching Methods

Identifiers—*Australia, Mount Drutt Early Childhood Project

This second report covers the activities of the Mt. Drutt Early Childhood Project during 1976. The project emphasizes a model that develops children's abilities to use particular skills to learn: making decisions, using resources, evaluating themselves, becoming more self reliant and developing a healthy self concept. The report is arranged into three major sections: Part A is a general report on the project as a whole - buildings, enrollment, curriculum materials and community involvement. Part B describes the development of each of the five programs and their activities during the year. The programs discussed are the Contemporary Australian Programs, the Competency Based Program, the Behaviourist Program, Cognitive Pre-School Program and the Home Base Program. Part C summarizes the evaluation activities which were carried out. Appendices include questionnaires, rating scales and other evaluation measures. (MS)

ED 140 961

PS 009 344

Vance, Barbara Butler, David Conway

The Effects of Reverse Instructional Sequencing and Elicited Verbalization on Learning a Problem Solving Algorithm.

Pub Date Mar 77

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Algorithms, Elementary Education, *Elementary School Students, Factor Analysis, *Learning, Memory, *Problem Solving, *Research Methodology, *Teaching Methods

Forty-eight first and second graders were taught an algorithm for solving concept-attainment problems. Using a 2 x 2 factorial design, a comparison was made of the effects of (a) reverse versus forward sequencing of instruction and (b) elicited verbalization of the algorithm versus nonverbal practice. Reverse groups outperformed forward groups on the memory-free test as predicted, but not on the memory-dependent test or the transfer test. No significant differences resulted from the verbalization factor. (Author/MS)

ED 140 962

PS 009 345

Collins, W. Andrew

Temporal Integration and Inferences About Televised Social Behavior.

Pub Date Mar 77

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Age Differences, Aggression, *Cognitive Development, *Cognitive Processes, Elementary Education, *Elementary School Students, Memory, Sex Differences, Socioeconomic Background, *Television Research

Identifiers—*Temporal Integration

This paper discusses research on age related aspects of children's processing and comprehension of the narrative content of family oriented television programs. In one study, the temporal integration necessary to make inferences about audiovisually presented information was examined in 254 second, fifth and eighth grade children. Subjects were shown one of four versions of an edited television program, each presenting different processing demands in terms of the

number and organization of scenes. Afterwards, memory for explicitly portrayed events and implied information was tested. Results indicated that older children made better use of information conveyed by order than younger children, especially younger boys. In a second study, second grade children were shown one of two family situation comedies; one portraying a working class family and one portraying a middle class family. Results of two memory tests indicated that children who saw the show that portrayed characters and settings similar to their own class background inferred emotional states and relations better than those for whom the show represented higher or lower class settings. Another study indicated that information integration was more difficult when commercials separated an action and its consequences. Further research is suggested. (SB)

ED 140 963 PS 009 346
The Integration of Migrant Children Into Pre-School Education.

Council for Cultural Cooperation, Strasbourg (France), Committee for General and Technical Education.

Report No.—CCC/EGT (76) 29-E
 Pub Date 77

Note—46p.; Paper presented at the symposium on "The Integration of Migrant Children Into Pre-School Education" (Berlin, West Germany, December 6-11, 1976); Working paper prepared by the Council of Europe Programme Adviser for Pre-School Education; Filmed from best available copy

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingual Education, Community Role, Compensatory Education, Cross Cultural Studies, Disadvantaged Youth, Educational Objectives, *Educational Policy, *Foreign Countries, *Government Role, *Migrant Child Education, Parent Role, *Preschool Education, *School Integration, Symposia

Identifiers—Council of Europe, *Europe (West), France, Netherlands, Sweden, West Germany

This working paper was prepared by the Council of Europe Programme Adviser for Pre-School Education for a symposium on "the integration of migrant children into pre-school education". The symposium aimed to identify and suggest appropriate pedagogical measures which should be taken to facilitate and improve the integration of migrant children into preschool education. The activities of the council of Europe in this area during 1970 to 1974 are discussed as well as four case studies on aspects of the compensatory role of preschool education. In addition, there are sections on preschool education in the Netherlands, France, Sweden and The Federal Republic of Germany. These sections include information on the way preschool education operates, general trends in the respective countries, and government policy, focusing particularly on the problem of migrant children. The paper concludes with an outline of the main problem areas to be discussed at the symposium. (MS)

ED 140 964 PS 009 347
NeSmith, Pat H.

Psychological Development of the Infant: Reciprocal Interactions Among Caretaker, Infant, and Environment.

Pub Date Feb 77

Note—80p.; Paper presented at "Toward the Competent Parent: An Interdisciplinary Conference on Parenting" (Atlanta, Georgia, February 21-22, 1977)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Affective Behavior, Attachment Behavior, *Behavioral Science Research, Bibliographies, Cognitive Development, Emotional Development, Environmental Influences, *Infant Behavior, *Infants, *Interaction Process Analysis, *Literature Reviews, Parent Child Relationship, Social Development, Speech Communication, Stranger Reactions

Identifiers—*Psychological Development

A partial review of child development literature is presented to examine patterns of psychological development in the infant from birth to 18 months of age. An attempt is made to present several major statements about infant psychological development and to provide empirical support for the statements that contradict traditional views. Instances and patterns in infant psychological development are identified through reports of research results of early reciprocal interactions

among caretaker, infant, and environment. The infant's psychological development is characterized by affects, states, and dispositional tendencies inferred from observable behavior. These displays are considered important cues for noting physical, mental, and social well-being of the infant within his or her immediate environmental context and with a reciprocal interaction event. As temporal events, infant affects, states, and dispositional tendencies suggest psychological change, growth, and differentiation over time and do not imply fixed characteristics of infant personality. It is concluded that the infant is highly individualistic, competent, adaptive and active as an agent and a recipient in reciprocal interactions with caretaker and environment. (Author/MS)

ED 140 965 PS 009 348

Zaccaria, Michael A. Hollomon, John W.
A Position Paper on the Roles of Federal, State and Local Governments on Standards, Regulations and Laws for Day Care.

Alliance of Child Development Associations, San Antonio, Tex.

Pub Date Apr 77

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Certification, *Child Care, Child Welfare, Community Cooperation, Community Involvement, *Day Care Services, Early Childhood Education, Educational Needs, *Federal Legislation, *Government Role, Local Government, Public Policy, *Standards, *State Legislation, State Programs

Identifiers—Federal Interagency Day Care Requirements

The goals of this position paper are: (1) to describe some specific roles the federal state and local governments can play in regard to child care standards and regulations and (2) to make some straightforward and down-to-earth suggestions, which should undergird national child care standards and regulations, as these relate to day care. Some of the issues addressed are legal aspects of standards, the work of the FIDCR appropriateness committee, the federal role of improving day care, resolutions of the Region VI child development task force, opinions on day care and social policy, the Texas day care study, and community level cooperation. (MS)

ED 140 966 PS 009 349

A Public Review in Federal Region VI of the Federal Interagency Day Care Requirements.
 Office of Human Development (DHEW), Dallas, Tex. Region 6.

Pub Date Apr 77

Note—30p.; Report prepared under the Auspices of Southwest Federal Regional Children Youth Services Committee

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Attitudes, *Day Care Services, Family Day Care, *Federal Legislation, Nutrition, *Public Opinion, *Questionnaires, Safety, Social Services, Staff Role, *Standards, Teacher Evaluation

Identifiers—*Federal Interagency Day Care Requirements, Social Security Act Title XX

The basic objective of this investigation was to conduct an input-review of the 1968, 1972 and Title XX Federal Interagency Day Care Requirements (FIDCR) and to make inferences gleaned from the results as these relate to appropriate revisions. Respondents from a number of states were asked to review and comment on each requirement. The document includes sections on requirements for operators, for administering agencies, for in-home care and a section on the monitoring and enforcing of FIDCR. Each section contains general comments as well as a summary of reactions to individual section requirements. In general, most requirements were judged to be reasonable. (MS)

ED 140 967 PS 009 351

Anselmo, Sandra
Are Elementary Principals Ready For Group Pre-Kindergarten Education? An Empirical Study in Iowa.

Pub Date [76]

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Problems, *Administrator Attitudes, *Elementary Education, Handicapped Children, Parent Participation, *Preschool Education, *Principals, *Questionnaires, Socioeconomic Background, Staff Improvement, Teaching Methods

Identifiers—*Group Prekindergarten Education

This article reports the findings from an empirical study of the readiness of elementary principals in the State of Iowa for group pre-kindergarten education. The study was based on responses of principals to items in a mail questionnaire and was directed at discovering their attitudes and knowledge about selected issues in group pre-kindergarten education. Findings indicate that the principals are positively oriented to group pre-kindergarten education and are rather knowledgeable about what it entails. The implications of these findings are that the elementary principals will in general be able to handle competently the problems that will arise in administering group pre-kindergarten education in their schools. (Author/MS)

ED 140 968 PS 009 352

Feeding the Preschool Child: Documents Issued by PAG Ad Hoc Working Group Meetings (1969-1975).

United Nations Industrial Development Organization, Vienna (Austria).

Pub Date 7 May 76

Note—174p.; Papers prepared by the United Nations Protein-Calorie Advisory Group

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Behavior, *Developing Nations, *Food, Food Standards, *Health, Health Services, Infant Mortality, *Infants, Learning, Legislation, Mental Development, *Nutrition, Pregnancy, Prenatal Influences, *Preschool Children, Social Influences
 Identifiers—*Protein Calorie Advisory Group (PAG), *United Nations

This document contains six papers prepared between 1969 and 1975 by the Protein-Calorie Advisory Group (PAG) of the United Nations on topics related to the feeding of preschool children in underdeveloped countries. Among the topics covered: (1) nutrition in utero; (2) nutritional aspects of breastfeeding; (3) infant mortality rates as indicators of nutritional advances; (4) nutritional implications of milk intolerance; (5) standards and regulations for special foods for infants and young children; (6) legislation for protection of working women during pregnancy and lactation; (7) use of home-prepared legumes and green leafy vegetables; (8) nutrition activities of local health services; (9) emergency foods for infants and young children; and (10) the relationship of pre- and postnatal malnutrition in children to mental development, learning, and behavior. (JMB)

ED 140 969 PS 009 354

Ackley, Dennis
Developing Learning Modules for Child Development Associate Training: A Guide.
 High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Human Development (DHEW), Washington, D.C.

Pub Date 75

Grant—OCD-OHD-DHEW-H-5927-A-H-O

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Evaluation, Evaluation Criteria, *Learning Activities, *Learning Modules, *Performance Based Teacher Education, Preschool Education, Teacher Evaluation

Identifiers—Child Development Associates

This document is designed to provide information about learning modules—how they can be used, what their components are and how they can be designed and evaluated. Examples of learning module components that have been developed by Head Start Supplementary Training/Child Development Associate training programs are included as well as examples of learning activities and sample evaluation forms. Appendices contain a procedure for specifying training objectives based on the CDA competencies, suggested criteria for assessment in the CDA training project, sources of training materials produced by CDA training projects and a selected bibliography of competency-based training. (MS)

ED 140 970 PS 009 355

White, Carroll T. And Others
Color Evoked Potentials in Adults and Infants.
 Pub Date [Mar 77]

Note—9p.; Paper presented at the Biennial Meeting of the Society for Research in Child

Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Adults, *Color, *Infants, Literature Reviews, *Neonates, *Visual Perception
 Identifiers—*Color Evoked Potential

This paper discusses recent studies of the adult visual evoked potential (VEP) which have indicated that specific components of the complex waveform obtained are related to the three basic color processes, and that these components interact in ways that seem to agree with opponent-colors phenomena. The components identified as being related to the three processes have time characteristics comparable to the relative time courses of the perceptual color responses, with red being the fastest, followed by green, and blue being the slowest to develop. In a study now in progress these techniques are being applied to a group of term infants. Preliminary results are discussed briefly. Findings seem to indicate that the technique evolved for the study of color in the normal adult can also be used for all age levels—thus to be possibly a valuable way of monitoring the development of color vision in the child. (MS)

ED 140 971 PS 009 356

Coll, Cynthia Garcia And Others

Facilitating a Positive Interaction Between Parent and Infant in the Neonatal Intensive Care Unit.
 Pub Date Feb 77

Note—13p; Paper presented at "Toward the Competent Parent: An Interdisciplinary Conference on Parenting" (Atlanta, Georgia, February 21-22, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Attachment Behavior, *Hospitalized Children, *Intervention, *Neonates, *Parent Child Relationship, *Premature Infants
 Identifiers—*Brazelton Neonatal Assessment Scale

This article contains a review of recent research on the: (1) effects of immediate post partum mother infant contact; (2) effects of early separation of parents and babies in neonatal intensive care; and (3) facilitation of reciprocal interaction between mothers and their infants in neonatal intensive care. A brief description of a study that would investigate the effects of an experimental intervention designed to facilitate synchronous interactions of mothers and their infants in neonatal intensive care units is also included. The proposed intervention would consist of using the Brazelton Neonatal Behavioral Assessment Scale to demonstrate to the experimental group of mothers the capabilities and individual strengths of their infants. (JMB)

ED 140 972 PS 009 357

Sepkaski, Carol And Others

The Effects of High Risk Factors on Neonatal Behavior as Measured by the Brazelton Scale.
 Pub Date Mar 77

Note—13p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977); This study was partially supported by a grant from the Sigma Xi Foundation

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Factor Analysis, *Infant Behavior, *Neonates, Performance Tests, *Physical Development, Predictive Ability (Testing), *Predictor Variables, *Screening Tests, Test Validity

Identifiers—*Brazelton Neonatal Assessment Scale

The Brazelton Neonatal Behavioral Assessment Scale was administered to 143 healthy newborns. Infants were divided into average-superior and worrisome groups based on the rating of their performance on the "a priori" dimensions and overall profile. Twelve risk variables were entered into a stepwise discriminant analysis for each dimension and the overall profile. Each dimension was best predicted by a different combination of risk variables whose weights also varied across dimensions. Birthweight contributed to four of the discriminant analyses and was the single most powerful predictor for the dimension of motoric processes and the overall profile. The results indicate that the Brazelton Scale is differentially sensitive to factors associated with risk in the newborn and that the prediction of neonatal behavior can be increased by looking at combinations of variables rather than at single variables. (Author/MS)

ED 140 973

Gadberry, Sharon

Television Viewing and School Grades: A Cross-Lagged Longitudinal Study.
 Pub Date Mar 77

Note—14p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Age Differences, *Elementary Education, Elementary School Students, Middle Class, *Television Research, *Television Viewing

This study attempted to determine whether television viewing amount independently affects school performance. The television viewing amount and school grades of 43 male and 47 female middle class subjects from three age groups (6 to 7, 8 to 9, and 10 to 11) were measured twice, 18 months apart. Cross-lagged panels were tested using correlations between viewing amount, academic grades, and effort grades. The amount-effort panel supported the causal hypothesis that increased television viewing caused lower school grades ($z = -2.00, p < .05$). The difference between cross-lagged correlations for effort and academic grades of 6 - 7-year-olds and effort grades of low achievers provided strongest support for the prediction. For the latter groups, two specific content categories positively affected academic grades and two content types decreased grades. Effort grades were generally decreased by total viewing irrespective of content dimensions. (Author/SB)

ED 140 974

Sailor, Dorothy

Dutch Preschool Education: A Right and Not a Privilege.
 Pub Date [73]

Note—20p; Filmed from best available copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Early Childhood Education, Educational Research, *Foreign Countries, *Preschool Curriculum, *Program Descriptions, Teacher Education

Identifiers—*Kleuterschools, *Netherlands

This document presents a survey of Dutch preschools, the Kleuterschools, and research projects in early childhood education. A brief background on the Kleuterschool is included. Both private and public schools are totally funded by the national government. Although it is not compulsory, most 4-, 5- and 6-year-olds attend preschool. The philosophy of these schools is quite eclectic combining the methods of Froebel, Decroly and using some Montessori materials. In addition, Russian psychology has had some influence on research projects. Described are a classroom day, curriculum and teacher training. The current trend is toward integration of the preprimary and primary school with a "teaching community" to avoid repetition and provide reading and mathematics for the more mature preprimary children. (MS)

ED 140 975

Pepitone, Emmy A. And Others

Age and Socio-Economic Status in Children's Behaviors in Competitive and Cooperative Working Conditions.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [77]

Grant—OEG-3-72-00071(C-62)

Note—42p; Study based on two unpublished Ph.D. dissertations (Bryn Mawr College) and a paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Age Differences, Egocentrism, Elementary Education, *Elementary School Students, *Interaction Process Analysis, *Interpersonal Relationship, Kindergarten, Observation, Research, Social Development, *Social Differences, Socialization, Task Performance

Identifiers—*Competition, *Cooperation

This study compared the interpersonal behavior and performance of 914 kindergarten through fifth grade children working on a task under cooperative versus competitive conditions. Subjects were 467 urban white, blue-collar family children and 447 suburban white children with parents from predominantly managerial and professional occupations. The children were

grouped into like-sex triads and were asked to make a block design. In the cooperative condition the children were instructed to collaborate in producing one product, while in the competitive condition they were instructed to make separate products. Analysis of precoded observations revealed significant main and interaction effects for working condition, grade and social class. Nonverbal behaviors were the principal mode of interaction in competitive conditions, especially among young and working class children. In cooperative conditions, a significant increase in other-oriented behavior occurred with age. No SES differences in this behavior were found for young children. Beginning with third grade, working class children were significantly more other-oriented. Upper middle class children at all ages performed better in competitive conditions. Findings are examined in terms of children's postulated decentration processes and differential parental socialization practice. (Author/JMB)

ED 140 976

Strayer, F. F. And Others

Ethological Perspectives on Preschool Social Organization.

Quebec Univ., Montreal. Dept. of Psychology.

Spons Agency—Canada Council, Ottawa (Ontario); Grant Foundation, New York, N.Y.; National Research Council of Canada, Ottawa (Ontario); Spencer Foundation, Chicago, Ill.

Pub Date Apr 77

Note—110p; Papers prepared for a symposium presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977); Parts may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Affiliation Need, Aggression, Altruism, Behavior Patterns, *Classroom Observation Techniques, Group Dynamics, *Peer Relationship, *Play, Preschool Children, *Preschool Education, Prosocial Behavior, *Research, *Social Behavior, Social Development, Social Relations

Identifiers—*Ethology, Social Roles

This collection of papers represents an extension of analytic approaches and concepts from animal social ethology to the study of activities among stable groups of young children. A major emphasis of this research was on the description of organizational patterns in social behavior observed during periods of free play. The papers are: (1) "An Introduction to Ethological Perspectives on Preschool Social Organization;" (2) "Social Conflict and Peer Group Status;" (3) "Peer Attachment and Affiliative Subgroups;" (4) "Giving, Helping and Cooperation: The Beginnings of Reciprocal Altruism;" (5) "Differences in Play as a Function of Social Roles Within the Peer Group;" (6) "The Emergence of Social Structure in Normal and Clinical Groups of Unacquainted Children;" (7) "The Development and Stabilization of Social Interaction in a Clinical Peer Group;" and (8) "Discussion of Ethological Perspectives on Child Development." (MS)

ED 140 977

Himelrick, John B., Sr. Aitken, Sherrie S.

An Introduction To State Capacity Buildings: Planning, Management and Delivery of Child and Family Services.

Education Commission of the States, Denver, Colo.; National Association of State Directors of Child Development.

Report No—ECS-R-98

Pub Date Dec 76

Note—92p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 (\$5, prepayment required)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Administrator Guides, *Child Welfare, Evaluation, Family Programs, Financial Support, Needs Assessment, Objectives, *Program Development, *Social Services, State Legislation, *State Programs, *Statewide Planning, Technical Assistance

Identifiers—*Capacity Building

This manual presents a set of guidelines for persons working at a state level to increase the capacity of the state to plan, manage and deliver child and family services. Part I discusses barriers to change, and outlines the skills and attributes of the capacity builder. Part II briefly describes the

actual capacity building process, including sections on planning, public information and education, organizational structure, formulation of goals and objectives, needs assessment, service resource inventory, financial resource inventory and evaluation. Part III focuses on how the technical assistance consultant and the state capacity builder can work together effectively. Appendices include an outline of process involved in working with legislators to change existing laws or introduce new legislation; a description of management information systems, and a list of foundations with outstanding grants. (MS)

ED 140 978 24 PS 009 369

Project Follow Through: An ERIC Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 77

Note—111p.; Some parts may be marginally legible due to print quality of the original

Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 162, \$3.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Annotated Bibliographies, *Compensatory Education, *Demonstration Programs, *Disadvantaged Youth, *Early Childhood Education, Elementary School Curriculum, *Federal Programs, Primary Education, Program Descriptions, Program Evaluation, Teaching Methods

Identifiers—*Project Follow Through

This bibliography cites ERIC documents and journal articles related to Project Follow Through. Entries include resumes from "Resources in Education" ("RIE"), January 1975 through April 1977 and citations from "Current Index to Journals in Education" ("CJIE") February 1975 to April 1977. The bibliography was generated through a full text computer search of "RIE" and "CJIE." Citation information includes title, author, pagination, descriptor terms, identifiers, publication date and document availability or journal volume and number. "RIE" entries include an abstract and "CJIE" entries usually include a short annotation. (MS)

ED 140 979 PS 009 371

Crockenberg, Susan B.

The Effects of Cooperative Learning Environments on Conformity in School-Age Children.

Pub Date Mar 77

Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Conformity, *Educational Environment, *Elementary Education, Elementary School Students, *Group Activities, *Learning Activities, Peer Acceptance, Peer Relationship, Questionnaires, Research Methodology, *Social Behavior

Identifiers—*Cooperation

This study examines the effects of interdependent goals and cooperative learning environments on conformity in children. Each of the subjects (390 3rd and 4th grade children) was randomly assigned to a 3-child learning group (or to a no-group control) and then to one of seven experimental or control conditions. The experimental conditions and control groups varied on three dimensions: (1) whether the group had experience in a learning environment prior to the conformity task (2) the nature of that learning environment: cooperative-win, competitive-win, competitive non-win; and (3) whether the conformity task took place in an individual or a group context and whether it included interdependent goal instruction. Results, discussed in detail, indicate that neither simply being with a group of children nor having an interdependent goal significantly inflated conformity. However, the data suggests that positive feelings toward others in the absence of strong feelings of acceptance result in relatively high levels of conformity. The process by which conformity is induced in peer groups and the possible effects of long-term cooperative groups on conformity are discussed, and some individual and situational characteristics which induce and reduce conformity are identified. (Author/MS)

ED 140 980 PS 009 372

Moore, Nancy V. And Others

The Child's Development of the Concept of Family.

Pub Date Mar 77

Note—6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Childhood Attitudes, *Children, *Cognitive Development, *Divorce, Elementary School Students, *Family (Sociological Unit), Interviews, Junior High School Students, Preschool Children, Research Methodology, *Sex Differences

Two basic concerns of this study were to discover if cognitive level affects a child's understandings about family and to explore the effects of social learning factors on a child's understandings of family. Subjects were 28 boys and girls at each of the three higher Piagetian cognitive levels who were each given a newly constructed interview focusing on their concepts of family. The children were from University-affiliated families. Half of each group was from intact families and half from divorced families. Piagetian cognitive level was shown to have the strongest influence on the concept of family, which could be described in terms of three levels of knowing: (1) rigid definitions of family roles and aspects according to direct observations; (2) emphasis on categorical status and generalized normative functions; (3) consideration of family aspects and roles in the light of purposes and intentions. The first level appeared to be composed of only domestic function, biological, and residence factors, with emotional, legal, and social factors developing with cognitive level. Girls showed some advancement of concept over boys, and more often referred to personal proximity factors. Children from divorced families mentioned emotional factors more, listed more activities for adults, and used membership as a criterion for family less than children from intact families. All children considered pictures of two "parents" and a child to show families, but only three-quarters thought that an elderly couple was a family, and just two-thirds said that a young couple was a family. About one-half of the children said that a picture showing a single parent and a child did not show a family. There was some evidence that the latter assertion was more often made by children from intact families than by those from divorced families. (Author/MS)

ED 140 981 PS 009 373

Rosenkoetter, Lawrence I., Comp.

Moral Development: An Annotated Bibliography.

Pub Date [77]

Note—80p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adults, Aggression, *Altruism, Annotated Bibliographies, Anti Social Behavior, *Behavior Patterns, Early Childhood Education, Elementary Education, Higher Education, *Moral Development, *Moral Values, *Personality Development, Prosocial Behavior, Secondary Education, Self Control, Social Development, Socialization, Socially Deviant Behavior

Identifiers—Guilt, *Kohlberg (Lawrence), *Piaget (Jean)

This computer printout is an extensive bibliography of books and journal articles concerned with moral development. Each item is accompanied by letter codes indicating subject population—preschool, preschool-elementary, elementary, elementary-high school, high school, high school-college, college, college-post college, combination and infrahuman. Sex of subjects is designated when possible. Dependent variables coded are altruism (helping sharing); behavioral suppression (aggression inhibition, delay of gratification, resistance to temptation, self-control); moral judgments-values (Kohlbergian tradition, Piagetian tradition); and reactions to transgression (confession and reparation). (MS)

ED 140 982 PS 009 375

Child Day Care Management Study. Volume II-A: State Summaries (Alabama - Nebraska).

Office of Child Development (DHEW), Washington, D.C.; Pacific Training and Technical Assistance Corp., Berkeley, Calif.; Unco, Inc., Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Aug 76

Contract—SB-920-8(a)-75-C-431; SRS-500-75-0034

Note—742p.; For Volume I, see PS 009 374; for State Summaries, Volume 2B, see PS 009 376

EDRS Price MF-\$1.33 HC-\$39.51 Plus Postage.

Descriptors—*Child Care, *County Programs, *Day Care Services, Family Day Care, *Federal Aid, *Management Systems, Needs Assessment, Program Evaluation, Program Planning, Standards, State Licensing Boards, *State Programs, State Surveys, Technical Assistance, Training

Identifiers—Social Security Act Title XX

This is Volume II-A of a study to describe federally-subsidized state and county child day care management systems and to report how well the management systems work. Information is reported in terms of nine subsystems: (1) Needs Assessment, (2) Planning and Implementation, (3) Evaluation, (4) Information and Referral, (5) Client Eligibility, (6) Licensing, (7) Monitoring, (8) Training and Technical Assistance, and (9) Fiscal Management. This volume presents data on the following states: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska. (MS)

ED 140 983 PS 009 376

Child Day Care Management Study. Volume II-B: State Summaries (Nevada - Wyoming).

Office of Child Development (DHEW), Washington, D.C.; Pacific Training and Technical Assistance Corp., Berkeley, Calif.; Unco, Inc., Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Aug 76

Contract—SB-920-8(a)-75-C-431; SRS-500-75-0034

Note—605p.; For Volume I, see PS 009 374; for State Summaries, Volume 2A, see PS 009 375

EDRS Price MF-\$1.16 HC-\$32.81 Plus Postage.

Descriptors—*Child Care, *County Programs, *Day Care Services, Family Day Care, *Federal Aid, Financial Policy, Information Services, *Management Systems, Needs Assessment, Program Evaluation, Program Planning, Standards, State Licensing Boards, *State Programs, State Surveys, Technical Assistance, Training

Identifiers—Social Security Act Title XX

This is Volume II-B of a study to describe federally-subsidized state and county child day care management systems and to report how well the management systems work. Information is reported in terms of nine subsystems: (1) Needs Assessment, (2) Planning and Implementation, (3) Evaluation, (4) Information and Referral, (5) Client Eligibility, (6) Licensing, (7) Monitoring, (8) Training and Technical Assistance, and (9) Fiscal Management. This volume presents data on the following states: Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming. (MS)

ED 140 984 PS 009 378

Coll, Cynthia Garcia And Others

Differences in Brazelton Scale Performance Between Puerto Rican and North American White and Black Newborns.

Pub Date Mar 77

Note—15p.; Filmed from best available copy; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Anglo Americans, *Behavioral Science Research, Blacks, *Cross Cultural Studies, *Cultural Differences, *Infant Behavior, Nature Nurture Controversy, *Neonates, Puerto Ricans, Response Mode, Stimulus Behavior

Identifiers—*Brazelton Neonatal Assessment Scale

The performances of three groups of neonates on the Brazelton Neonatal Behavioral Assessment Scale were compared to determine if cultural differences exist. Subjects were 90 full term, healthy infants: 30 born in Puerto Rico, 30 black and 30 white born in Florida who were administered the

scale within the first two days of life. Eight summary variables based on the four a priori dimensions of interactive processes, motoric processes, state organization, and physiological organization were selected. For each summary variable a mean score was calculated after having recoded the items comprising each cluster on the same direction. The three groups of neonates were compared by computing a one way analysis of variance for each variable. Results showed main effects for six of the summary variables indicating the existence of cultural differences between Puerto Rican and black and white North American newborns. Puerto Rican babies had better orienting and following, were easier to console, and more capable of controlling their physiological response to stress. Results are discussed in terms of cultural expectations, mother/infant interaction, and infant adaptation to environment. (SB)

ED 140 985 PS 009 380

Powers, James E. Lis, Donna J.

Field Dependence-Independence and Performance with the Passive Transformation.

Pub Date 77

Note—15p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Manchester, New Hampshire, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Elementary Education, *Grammar, *Language Development, *Language Research, *Transformations (Language)

Identifiers—*Field Dependence Independence

The influence of children's levels of field-dependence-independence on their performance with the passive transformation was investigated. Eighty sixth graders, classified as field-dependent or field-independent, were presented with sentence-question combinations, each in either the active or passive voice, and numbers of correct responses were recorded. Results showed that field-independent Ss performed better, overall, than did field-dependent Ss. In addition, the three-way interaction of field-dependence-independence, sentence voice, and question voice was also significant. Field-dependent Ss performed significantly poorer on the active-passive and passive-active combinations than on the active-active and passive-passive combinations. There were no significant differences among the four treatments within the field-independent Ss. Thus, field-dependent Ss had greatest difficulty with combinations requiring them to isolate the essential elements of a sentence and use them in a different form; field-independent Ss did not experience this difficulty. (Author/MS)

ED 140 986 PS 009 382

Fein, Greta G.

The Social Context of Mother-Infant Relations: A Study of Home Based Education.

Pub Date Apr 77

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Comparative Analysis, Curriculum Evaluation, Demography, *Experimental Curriculum, Family Life, *Family Structure, *Home Programs, Home Visits, Infant Behavior, *Infants, Language Development, Longitudinal Studies, Mothers, Observation, *Parent Child Relationship, *Parent Participation, Play, Social Development, Stranger Reactions

This paper describes the results of a longitudinal study which compared the effects of three types of home-based, parent-oriented, infant education curricula. One curriculum stressed language, another stressed play, and a third stressed social development. Mothers and children from 108 middle and working class families received home visits beginning when the children were 12 months old and ending when they were 30 months of age. Four assessments of mothers and children were made at 12, 15, 24, and 30 months, and involved audio tapes of mother and child language, children's language comprehension, observations of mother-child interaction in the home and in the laboratory, observations of children's play with toys, probes of stranger reactions, assessments of maternal play styles, and standardized tests such as the Bayley mental scales. Extensive data on demographic and family life

variables were also collected. Three types of analyses were performed: (1) comparison of treatment effects on children's behavior, (2) cross-lagged correlation of maternal behavioral patterns and subsequent child behaviors, and (3) analysis of the effects of family organization and structures on curriculum success or failure. Implications of the findings for parent involvement in education efforts are discussed briefly. (JMB)

ED 140 987 PS 009 383

Funk, Patricia E.

Class-Inclusion: An Analysis of Responses Under Concrete and Verbal Presentation.

Pub Date Apr 77

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classification, *Cognitive Development, *Early Childhood Education, Elementary Education, Elementary School Students, Kindergarten Children, *Logical Thinking, *Research Methodology, Verbal Stimuli
Kindergarten through third grade children's responses to concrete and verbal class-inclusion problems were compared under several presentation formats. Children initially had more difficulty with the verbal task which was highly specific in format than with the concrete tasks. These differences, however, were easily eliminated by an extensive probing procedure and children were able to make the same level of responses under both media of presentation. Verbal problems which were non-specific in format were significantly more difficult than highly specific verbal or concrete problems. The findings support the competence-performance distinction for class-inclusion reasoning under different presentation formats. (Author/MS)

ED 140 988 PS 009 386

Katz, Lilian G., Ed. And Others

Current Topics in Early Childhood Education. Volume I.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Note—189p.

Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, New Jersey 07068 (\$10.00)

Document Not Available from EDRS.

Descriptors—Child Care, *Child Development, Childhood Friendship, Child Psychology, Cognitive Development, Cross Cultural Studies, Death, *Early Childhood Education, *Educational Research, Federal Programs, Handicapped Children, Intelligence Tests, Learning Theories, Literature Reviews, Parent Participation, Parent Role, Peer Relationship, Program Evaluation, *Research, Sex Role, Social Development

Identifiers—Piaget (Jean), Project Head Start

This volume is a collection of informative integrative reviews of primary research and development reports relevant to workers and students in early childhood education. The articles are: (1) "Psychological Perspectives and Early Childhood Education: Some Relations between Theory and Practice"; (2) "Children's Friendships in School Settings"; (3) "A Radical and Regressive Solution to the Problem of Evaluation"; (4) "A Crosscultural Analysis of the Child Care System"; (5) Sex Role and Pupil Role in Early Childhood Education"; (6) "Relations between Piagetian and Psychometric Assessments of Intelligence"; (7) "Federal Involvement in Early Education (1933-73): The Need for Historical Perspectives"; (8) "Parents as Teachers: A Rationale for Involving Parents in the Education of Their Young Handicapped Children"; and (9) "Helping Young Children Cope with Death". (MS)

ED 140 989 PS 009 387

Brainerd, Charles J.

Cognitive Development and Instructional Theory.

Spons Agency—National Research Council of Canada, Ottawa (Ontario).

Pub Date May 77

Note—27p.; Paper based on an address presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cognitive Development, Content Analysis, *Curriculum, Developmental Stages, Early Childhood Education, *Educational Theories, *Elementary Education, *Instructional Innovation, Instructional Materials, *Teaching Methods

Identifiers—*Piaget (Jean)

The foundations of the cognitive developmental curriculum movement are briefly examined in the paper. The key features of this movement are the recommendations it makes in three areas: curriculum sequencing, curriculum content, and teaching strategies. Each of these areas is critically examined. It is concluded that the grounds for all proposals are purely theoretical. When the data are considered they either contradict specific proposals or provide no direct evidence. (Author/MS)

ED 140 990 PS 009 391

Gummerman, Kent And Others

Icon Duration and Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Mar 77

Grant—NICHD-HD-07614

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, *Age Differences, Elementary School Students, *Females, *Memory, *Research Methodology, *Visual Perception, *Visual Stimuli

Identifiers—*Iconic Storage

In this study, developmental changes in duration of the icon (visual sensory store) were investigated with three converging tachistoscopic tasks. (1) Stimulus interruption detection (SID), a variation of the two-flash threshold method, was performed by 29 first- and 32 fifth-graders, and 32 undergraduates. Icon duration was estimated by stimulus interruption that resulted in 75% performance. Results suggest that the icon lasts longer in younger subjects. (2) Letter detection (LD), an adaptation of the Estes and Taylor detection method, estimated effective icon duration as the shortest interval between the stimulus field and noise mask that resulted in equivalent-to-unmasked performance. Data were collected over seven sessions with ten 6- to 11-year-old females. No strong relation between age and iconic duration was apparent. (3) Judgement of cyclic stimulus disappearance, fashioned after Haber's direct method consisted of a letter matrix, alternating with a blank field. As the blank field increased in duration, the LD subjects judged when the letters seemed to disappear and when the letters seemed to remain on continuously as the blank field duration was decreased. The results indicate no strong evidence for a change in icon duration with age. Methodological issues were examined in comparing the results of the three approaches. The age difference in SID can be attributed to factors other than icon duration. The evidence favors the view that icon duration is constant across age. (Author/MS)

ED 140 991 PS 009 392

Gummerman, Kent And Others

Age and Visual Information Processing.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 7 Nov 75

Grant—NICHD-HD-07614

Note—25p.; Paper presented at the Annual Meeting of the Psychonomic Society (16th, Denver, Colorado, November 7, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, *Age Differences, Elementary School Students, Junior High School Students, *Memory, Research Methodology, Visualization, *Visual Perception, *Visual Stimuli

Identifiers—*Iconic Storage

This paper reports on three studies concerned with aspects of human visual information processing. Study I was an effort to measure the duration of iconic storage using a partial report method in children ranging in age from 6 to 13 years. Study II was designed to detect age related changes in the rate of processing (perceptually encoding) letters from iconic storage into more permanent memory. Subjects were 2nd- and 5th-

grade children and undergraduates. Study III measured memory and scanning rates in children and adults using letters of the alphabet as memory items. A number of results are discussed. (MS)

RC

ED 140 992 RC 004 218

Gaumnitz, Walter H. Blose, David T.
The One-Teacher School - Its Midcentury Status.
Circular Number 318.
Office of Education (DHEW), Washington, D.C.
Pub Date 50

Note—35p.; Some tables may be marginally legible due to small print of the original document
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Comparative Analysis, Consolidated Schools, Educational Change, *Educational Trends, Elementary Secondary Education, National Norms, *One Teacher Schools, Ratios (Mathematics), *Rural Schools, *Small Schools, *State Surveys, *Statistical Data, Status, Students, Teachers

Presenting detailed statistics illustrating trends and the numerical status of one-teacher schools, this U.S. Office of Education bulletin spans a 30-year period describing, by states, the overall decreases in the number of 1-teacher schools, their proportional relationship to all public schools and teachers, and the number of students attending them. Specifically, this report includes the following tabular data: public school consolidation trends revealed by statistics of 1-teacher schools and pupil transportation for the U.S. as a whole, 1918-48; number of 1-teacher schools by years specified and by states, 1918-48; percentage of 1-teacher schools in 1917-18 remaining, by years specified and by states; percentage ratios of 1-teacher schools to all public schools by years indicated and by states, 1918-48; percentage ratios of teachers in 1-teacher schools to teachers in all public schools by years indicated and by states, 1918-48; number and percentage of all public school pupils attending 1-teacher, 2-teacher, and 3-teacher schools in certain states, 1947-48. The data presented here indicate that: of the remaining 75,000 1-teacher schools, most are small in building, enrollment, and community served; while generally the 1-teacher school is vanishing, in nearly all the northcentral prairie region it accounts for nearly 75% of that region's public schools, 25% of its teachers, and 20% of its students. (JC)

ED 140 993 RC 009 887

Kelly, Rita Mae
The Cooperative Approach in Rural Development.
A National Strategy and Program Design.
Center for Community Economic Development,
Cambridge, Mass.
Pub Date 73

Note—31p.
Available from—Publications Department, Center for Community Economic Development, 639 Massachusetts Avenue, Suite 316, Cambridge, Massachusetts 02139 (\$1.25, 30% discount on orders of 10 or more)

Document Not Available from EDRS.

Descriptors—Business, Change Strategies, Classification, Community Development, *Cooperatives, Costs, *Economically Disadvantaged, Economic Opportunities, *Federal Aid, Federal Legislation, Human Resources, *National Programs, Networks, Policy Formation, Population Trends, *Program Design, Research, *Rural Development, Rural Population, Rural Urban Differences, Training

Identifiers—Economic Opportunity Amendments 1972, Rural Development Act 1972

Building upon the body of knowledge re: rural cooperatives generated by the Office of Economic Opportunity and its research and demonstration programs, this paper proposes a design for a national program of Federal support for cooperatives serving the rural poor. Specifically, this paper presents: (1) the basic situation of the rural poor and the prior programs supporting rural poor cooperatives; (2) the major policy aims for a national program (an historically proven mechanism for increasing small farmer and rural nonfarm income; a financial basis for those wishing to remain in rural areas; a business enterprise focus for human resource develop-

ment; a national network of new, emerging, and existing rural cooperatives; and research and demonstrations to further develop cooperative mechanism utility); (3) proposed program dimensions (rural-urban, declining-growing, hostility-receptivity, membership eligibility dimensions); (4) essential elements of the national program design (Federal commitment to support the effort over a 10-year period; encourage the private sector to support the program; and maintain the human development focus); (5) types of cooperatives to be supported (business component only; business and training components; or business, training and supplementary community development components); (6) estimated costs of the proposed program; (7) legislative authorization (Title VII, Economic Opportunity Amendments of 1972 and the 1972 Rural Development Act). (JC)

ED 140 994 95 RC 009 919

Bachert, Russel E., Jr.
Directory of Outdoor Education Degree Programs in Higher Education.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 77

Contract—400-75-0025

Note—334p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-053, \$12.00)

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Affiliated Schools, College Credits, *College Programs, Conservation Education, Course Descriptions, Degree Requirements, Degrees (Titles), *Directories, Ecology, Enrollment, *Environmental Education, Faculty, *Higher Education, Nature Centers, *Outdoor Education, Program Content, Program Descriptions, Universities

The directory represents a compilation of 61 institutions of higher education in the United States that offer a degree program or a concentration within a degree program in any of the following related areas: outdoor education, environmental education, conservation education, or environmental interpretation. All institutions are indexed alphabetically by state. Each entry includes the following information: name of the institution; contact person with his mailing address and phone; academic location; degree(s) offered in outdoor education; number of full-time and part-time faculty, along with a description of their degrees and rank; founding date of department and degree program(s); credit hour requirements; outdoor education course titles and descriptions; number of students enrolled in and graduated from each program; approximate number of total students in various degree programs and percentage of those students in outdoor education programs; future developments forecast by the university; and a description of any field campus or environmental education center used in the university program(s). (Author)

ED 140 995 RC 009 930

Sneve, Virginia Driving Hawk
3 Lakota Grandmother Stories - Health Lessons for Young People.

Association on American Indian Affairs, Inc., New York, N.Y.

Pub Date 75

Note—20p.

Available from—Association on American Indian Affairs, Inc., 432 Park Avenue South, New York, New York 10016 (\$1.00)

Document Not Available from EDRS.

Descriptors—*American Indians, *Childrens Literature, Cultural Awareness, Elementary Education, *Health Activities, *Health Education, Instructional Materials, *Preventive Medicine, Reading Materials, *Short Stories, Supplementary Reading Materials

Identifiers—*Sioux (Lakota)
Presenting a different situation dealing with the importance of health care, these three Lakota short stories involve two Lakota Sioux children, Joe and his sister Marie. In "Clean Hands", Joe and Marie discuss the importance of clean hands with their grandmother. "A Hospital Trip" is about Joe's stay in the hospital after he cuts his ankle on a sharp corner of a rusty old car hood and does not tell his mother about it in time to

prevent infection. In "Toothy Troubles", Marie is worried about losing her teeth after her grandmother has to get false teeth because her teeth had decayed. These stories can be used with elementary school children. (NQ)

ED 140 996 RC 009 932

Skold, Betty Westrom
Sacagawea, The Story of an American Indian.

Pub Date 77

Note—74p.

Available from—Dillon Press, Inc., 500 South Third Street, Minneapolis, Minnesota 55415 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, *American Indians, *Biographies, Cultural Awareness, Cultural Differences, *Females, *History, Photographs

Identifiers—Lewis and Clark Expedition, *Sacagawea, *Shoshones

Written for adolescents, this biography of the Shoshoni woman, Sacagawea, who acted as interpreter, intermediary, and guide to the Lewis and Clark Expedition emphasizes the insecurities of an American Indian woman living in the early 19th century. The known life of Sacagawea is described as involving: a period of time with the Hidatsas who had captured her in a raid upon the Shoshoni; marriage to a French fur trader when this man won Sacagawea in a gambling game; involvement in all the hardships and adventures associated with the Lewis and Clark Expedition when she, her baby, and her husband accompanied this group on its exploratory ventures. Concluding with two different legends regarding Sacagawea's life after the Expedition, this brief biography asserts that, "In the memory of her people, the Shoshonis, and in the history of the United States of America a brave, strong woman named Sacagawea will live forever". (JC)

ED 140 997 RC 009 933

Fowler, Carol
Daisy Hooee Nampeyo, The Story of an American Indian.

Pub Date 77

Note—74p.

Available from—Dillon Press, Inc., 500 South Third Street, Minneapolis, Minnesota 55415 (\$5.95)

Document Not Available from EDRS.

Descriptors—Adolescent Literature, *American Indians, *Art Expression, *Biographies, Books, Cultural Awareness, Cultural Background, Elementary Secondary Education, *Females, Photographs, *Supplementary Reading Materials

Identifiers—*Hopis, *Nampeyo (Daisy Hooee), Pottery

Written for youth in grades five and up, this biography of the famous Hopi potter, Daisy Hooee Nampeyo, emphasizes Daisy's ability to maintain the ancient traditions of the Pueblo potters despite the fact that she has led an exceptionally varied and often non-traditional life. Daisy's life is described as taking a most unusual turn when Anita Baldwin, an extremely wealthy patron of the arts, discovered that at the age of 12 Daisy needed eye surgery and offered to provide both the surgery and, subsequently, an art education in Pasadena, California and in Paris. Emphasizing the actual artistic processes involved in Hopi pottery making and Zuni silversmithing, this book describes both the daily and long term experiences of past and present Pueblo artists. (JC)

ED 140 998 RC 009 934

Dumont, Fred J.
Report of an Assessment of the Educational Needs of Northern Albertans, 1976.

Alberta Dept. of Education, Edmonton.

Pub Date Nov 76

Note—201p.; Figures I, III, and V may not reproduce well because of marginal legibility of original document

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Academic Ability, *Agency Role, *American Indians, *Canada Natives, Community Involvement, Curriculum Development, Decision Making, Delivery Systems, *Educational Assessment, Educational Finance, *Educational Needs, Financial Support, Foreign Countries, Geographic Location, Governance, Language Programs, *Needs Assessment, Post Secondary Education, Research Needs,

Resource Allocations, Role Perception, State School District Relationship, Teacher Housing Identifiers—*Alberta (North), Canada

Commissioned in February 1975, the Task Force assessed stakeholder identified needs to determine whether or not new measures and/or changes in programs and funding procedures were necessary or desirable at the time to respond to the special needs, if any, of Northern Albertans. Local people gathered and analyzed information provided by school systems and other stakeholders, which together with other data provided a basis for 32 recommendations. It was concluded that the Provincial Government's present allocation of financial resources to education was within reasonable and realistic dimensions. Although ample evidence was found that Northern Alberta still needed to "catch up" to the rest of the Province in some services, the Task Force had serious reservations about recommending acceleration in educational program implementation. Rather, the recommendations called for possible adjustment in existing delivery mechanisms to maximize outputs, without necessarily increasing Provincial and local financial support, and for re-allocation of existing transfer grants to provide for more equitable differential treatment of school systems. Focusing on curriculum, service delivery, funding, governance, and Native education, the recommendations were directed to immediate actions needed at the time, or suggested research and analysis to identify the components of the delivery mechanisms requiring adjustment or replacement. (Author/NQ)

ED 140 999 32 RC 009 935

Scruggs, James A.

Florida Migratory Child Compensatory Program. Evaluation, 75-76.

Florida State Dept. of Education, Tallahassee. Migratory Child Div.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education. Pub Date 76

Note—46p.; For related document, see ED 121 507; Photographs may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Ancillary Services, Attendance, Career Education, *Compensatory Education Programs, Early Childhood Education, Elementary Secondary Education, Enrollment, Language Arts, *Migrant Child Education, Migrant Health Services, On the Job Training, Organization, Parent Participation, Preschool Education, *Program Evaluation, *State Programs, Student Placement

Identifiers—*Florida

During FY 1976, the Florida Migratory Child Compensatory Program (FMCCP) served 43,225 migrant children. Consisting of four major educational components (early childhood, language arts, Learn and Earn, and supportive services), FMCCP was committed to providing preventative education (preschool services), and compensatory education (language arts, Learn and Earn, and supportive services). In FY 1975, emphasis was placed on early childhood and language arts, especially with children in preschool and grades 1, 2, and 3. During 1976 FMCCP found that the percentage of children "ready" to enter first grade after finishing one, two, or three years of preschool was 54%, 56%, an 66% respectively. Also children in first, second, and third grades with previous preschool experience in the FMCCP performed better depending on the years spent in preschool. In language arts, the children evaluated showed a gain of 1.7 months per 20 hours of instruction, surpassing the expected objective of 1.5 months per 20 hours. Learn and Earn was one of the greatest achievements. Once the children were enrolled in the program and placed on the job, they tended to show a high attendance rate (89%). Focusing on the four major components, this report covers the program administration and supervision, organizational structure, need for service, identification, enrollment, grade placement, parental involvement, interrelationship with the regular Title I program, staff development, and career services. (NQ)

ED 141 000 RC 009 936

Helping Leaders Help Youth. An Evaluation Report of a Program for Illinois Volunteer 4-H Leaders, 1973-75.

Illinois Univ., Urbana. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date 75

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Aids, *Delivery Systems, Extension Agents, Extension Education, Group Instruction, *Home Instruction, *Instructional Materials, Leadership, *Multimedia Instruction, Phonograph Records, *Program Evaluation, Rural Areas, Urban Areas, *Volunteer Training

Identifiers—4 H Clubs, *Illinois

Conceived by the staff of the University of Illinois Cooperative Extension Service as a means of aiding County Extension Advisors in working with volunteer 4-H leaders in Illinois, "Helping Leaders Help Youth" employed a combination of vinyl sound sheets for home study and a leader development meeting series supported by audiovisual aids and printed materials. Evaluation of the project involved: (1) 1973-74 phone surveys of the facilitating advisors; (2) 1974-75 case studies of 5 of the original 12 counties in the project (1 urban, 2 rural, and 2 rural-urban categories), including interviews with volunteer leaders (N=81), others indirectly associated with 4-H activities (N=29), 6 youth advisors, and the project's on-campus director. Results indicated: youth staff quickly became advocates of the leader development series' ready-made package; volunteers could offer profound insights into the large demands facing leaders at the grassroots level; use of the vinyl sound sheets presented media orientation difficulties; major volunteer concerns were time and travel, leader recruitment, program planning, and social learning; and major staff concerns were lack of previous volunteer training, the facilitator role of county advisors, and the need for delivery systems to reach leaders in isolated areas. (JC)

ED 141 001 32 RC 009 937

A Handbook for Teachers of Three, Four, and Five Year Old Migrant Children.

Florida State Dept. of Education, Tallahassee. Migratory Child Div.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education. Pub Date Aug 75

Note—194p.; Best copy available

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Aesthetic Education, Affective Objectives, *Behavioral Objectives, Cognitive Objectives, *Compensatory Education Programs, Comprehension Development, Creative Activities, Curriculum Guides, *Developmental Tasks, Early Childhood Education, Educational Objectives, Enrichment Activities, Eye Hand Coordination, Group Behavior, Health Education, Kindergarten, Kinesthetic Perception, Language Development, *Learning Activities, *Migrant Child Education, Motor Development, Peer Relationship, Perceptual Development, Personal Growth, *Preschool Education, Reference Materials, Self Concept, State Programs, *Teaching Guides, Vocabulary Development

Identifiers—*Florida

Located in 26 counties, the Florida Migratory Child Compensatory Program enrolls preschool children ages three, four, and five. Since many of these children travel with their parents from county to county, a need for a consistent curriculum emphasis developed. Therefore, using the National Migrant Goals, the Florida Migrant Early Childhood Guidelines, and the Florida Kindergarten Accreditation Goals and Standards, educational objectives were developed and adopted for use in the 26 counties. Classroom and supervisory head teachers and others working with preschool age migrant children in Florida helped to write the objectives, suggested activities, and influenced the writing of standard criteria, and in some cases a specific test item, by which to measure each objective. This handbook outlines these objectives, which are listed, following each state standard, in the order of simplest to most difficult, as are the activities suggested for each objective. Information given for each objective includes whether the objective is to be assessed by a given observable criterion or by a criterion test item, what age level the objective is appropriate for, and the number of the State Department of Education accreditation standard

that the objective strives to fulfill. Although a description of the test item or observable criterion to use is given, the actual criterion referenced test is not included. (NQ)

ED 141 002 32 RC 009 938

Klump, Edward L. And Others

An Educational Needs Assessment for the Children of Florida's Migratory Agricultural Workers. Volume 1: Executive Summary - A Summary of Findings and Recommendations.

Florida State Dept. of Education, Tallahassee. Migratory Child Div.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 1 Apr 76

Contract—DOE-760-065

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Ability, Affective Behavior, Agricultural Laborers, Blacks, Change Strategies, Cognitive Development, *Educational Assessment, *Educational Needs, Ethnic Groups, Futures (of Society), Mexican Americans, *Migrant Children, *Migrant Education, Migrant Workers, *Needs Assessment, Objectives, Program Development, Racial Composition, Resource Allocations, Socioeconomic Background, Spanish Speaking, *State Programs

Identifiers—*Florida

In order to provide the Florida Migratory Child Compensatory Education Program with information required for determining whether and to what extent the educational needs of migrant children were being met by the present educational programs, eight study tasks were implemented. These tasks involved looking at the changes and characteristics of the Florida migrant population, students' needs, subgroup differences, ethnic group differences, funding resources for migrant families, program objectives, the implementation of migrant programs, and changes in needs of migrant children in 1980. The comprehensive findings provided a foundation on which to base a coordinated, multifaceted approach to the addressing of the problems of Florida's migrant students. It was recommended that these findings be utilized as the basis for the formulation of a 5-Year Multi-Intervention Action Plan to meet the needs of children of migratory agricultural workers, and that the State Department of Education assume the major responsibility for providing the leadership for its formulation and implementation. This report presents a description of the methodology used in addressing each task and a summary of the salient findings and recommendations. Special emphasis is given to three of the tasks by providing a general overview of the needs of migrant students as a group, their needs according to subgroup classification (nongrant, former migrant, and current migrant), and the ethnic differences and characteristics. (NQ)

ED 141 003 32 RC 009 939

Wilkins, Ernest

Conversational Spanish Curriculum for Teachers of Migrant Children.

Florida State Dept. of Education, Tallahassee. Migratory Child Div.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Note—207p.; Revised by the Florida Migratory Child Compensatory Program

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, Communicative Competence (Languages), *Conversational Language Courses, Cultural Background, Cultural Factors, Folk Culture, Grammar, Idioms, Inquiry Training, Language Instruction, Mexican Americans, *Migrant Education, Pattern Drills (Language), Patterned Responses, Questioning Techniques, *Spanish, Speech Communication, Standard Spoken Usage, Structural Analysis, *Teacher Education, *Teaching Guides, Unit Plan, *Verbal Communication

The guide consists of 15 units to teach conversational Spanish to teachers of migrant children. Using directed conversations and patterned responses, the units cover exchanging common greetings, asking and answering questions, introducing yourself and telling where you work, making statements and answering questions about

certain personal characteristics or conditions (i.e., beautiful, tired, handsome, congenial), asking "why", forming negative sentences, interviewing a child, using numbers, making and responding to requests, using the past tense of any verb, talking and discussing with the migrant parents, time orientation, and using the imperfect tense. Each unit includes the performance objectives, a review, task assignments, structure note, and a culture note. The structure note briefly discusses the structure of verbs, phrases, adjectives, or idiomatic expressions. The culture notes give some background information on cultural factors which influence the migrant child's language, attitudes, feelings, or behavior. (NQ)

ED 141 004 RC 009 940

Trent, Curtis Kinlaw, Rachel

The Effectiveness of Three Media in Disseminating

Basic Information to Low Income Families.

North Carolina State Univ., Raleigh. Agricultural

Experiment Station.

Spons. Agency—Rural Development Service

(DOA), Washington, D.C.

Pub Date Nov 76

Note—177p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Cartoons, Changing Attitudes, Communication (Thought Transfer), Comparative Analysis, Control Groups, *Economically Disadvantaged, Experimental Groups, Females, Food, *Geographic Location, Health Education, *Information Dissemination, *Media Selection, *Nutrition, Reading Level, *Rural Population, Rural Urban Differences, Socioeconomic Background

Identifiers—"North Carolina, Place of Residence, Regional Differences

In order to measure the effectiveness of information leaflets, circular letters, and cartoon booklets in disseminating basic foods and nutrition information to low-income homemakers, a sample of 700 North Carolina homemakers involved in the Expanded Foods and Nutrition Education Program sponsored by the Agricultural Extension Service was divided into three experimental groups and one control group. Relationships between knowledge and practice change and the situational characteristics of the respondents (rural, urban, etc.) were also examined. Employing the test-treatment-retest design, the study's conceptual framework was based on Berlo's communication model. Data collected via personal interview were analyzed by computer using least squares analysis of variance. Major findings were: all experimental groups and the control group showed significant changes in foods and nutrition knowledge and practices; no one of the media was significantly more effective than another in affecting changes in foods and nutrition knowledge or practices; knowledge gain was found to be significantly related to certain aspects of geographical location of the respondents and to attitude toward the medium received; and attitudes toward the three media were positive and significantly related to "ease of reading". Results suggested that there are regional differences in the attitudes toward different media and media reading levels. (Author/JC)

ED 141 005 RC 009 941

Ryan, Doris W.

The Education of Adolescents in Remote Areas of

Ontario.

Ontario Dept. of Education, Toronto.

Pub Date 76

Note—401p.

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Administration, Canada Natives, Cocurricular Activities, Comparative Analysis, Cultural Background, Cultural Differences, *Distance, Dropouts, Educational Background, Models, Parents, Proximity, *Rural Areas, Secondary Education, *Social Disadvantage, Social Science Research, *Student Characteristics, Student Participation, Surveys, Teacher Attitudes, *Transportation

Identifiers—*Ontario

Employing basic and interpretive data derived from five sample high schools in remote areas of Ontario, Canada, an examination was made of the psychological and sociological factors affecting the educational progress of secondary stu-

dents. Using field study methods, objective data from school records and offices were collected (N=497), along with interview (18 from each of the 5 schools) and questionnaire (N=387) data on bused and boarded students. Control groups, teachers, administrators, and parents were also surveyed. A model was developed presenting all the major factors contributing to the educational progress of students from remote areas—home and community backgrounds, elementary school backgrounds, individual characteristics of students, attributes of the high schools attended, bussing and boarding situations, and experiences in schools and classrooms. Results indicated: students from remote areas do not have the same educational experiences as their peers located near a high school; correlations between length of time spent on a bus and enrollment in basic level courses, absenteeism, academic failure, dropping out, and non-participation in extracurricular activities; bus students were often labeled by peers and teachers in a derogatory fashion; and two of the three groups of boarding students from different cultural and language backgrounds had similar problems. (Author/JC)

ED 141 006 95 RC 009 942

Sher, Jonathan P. Rosenfeld, Stuart A.

Public Education in Sparsely Populated Areas of

the United States.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Note—110p.; Page 13 may not reproduce well due to small print size of original document. A Country Paper prepared for the Center for Educational Research and Innovation, Organization for Economic Co-operation and Development, Paris, France.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Consolidated Schools, Curriculum, Delivery Systems, *Financial Support, Organization, *Public Education, *Rural Areas, *School Personnel, Special Education, *State of the Art Reviews, Teacher Education

Discussing "rural" and "nonmetropolitan" education with the knowledge that these are more broadly inclusive categories than would normally be found in a "sparsely-populated area" education report, this paper relies upon available data and presents five sections which essentially constitute a state of the art review of education in the sparsely populated areas of the U.S. Specifically, the five sections of this paper attempt the following: (1) to provide an overview of rural America and its schools in terms of a variety of demographic, economic, and educational factors; (2) to examine the issue of school and school district organization in sparsely-populated areas with an emphasis on the consolidation movement; (3) to explore several school finance issues which have particular relevance for rural areas of the U.S.; (4) to address long-standing problems associated with delivering educational services in sparsely-populated areas, especially regarding both support services and specialized curricular offerings; and (5) to present background information on personnel issues in rural education, such as teacher salaries, migration, and training programs. (JC)

ED 141 007 RC 009 943

Stein, Barry

The Lummi Indians - Economic Development and

Social Continuity.

Center for Community Economic Development,

Cambridge, Mass.

Pub Date 75

Note—34p.

Available from—Publication Department, CCED, 639 Massachusetts Avenue, Cambridge, Massachusetts 02139 (\$1.50)

Document Not Available from EDRS.

Descriptors—*American Indians, *Case Studies, *Community Development, Cultural Background, *Economic Development, Financial Support, *Fishes, History, Housing, Opportunities, Organization, Planning, *Social Change, Tribes

Identifiers—Aquaculture, *Lummi, Office of Economic Opportunity, Washington

Focusing upon the developmental changes that have taken place among the Lummi of Washington between 1966 and the present, this case study of an American Indian tribe experiencing an economic renaissance emphasizes the fact that success can and does bring unintended risks.

Specifically, this study presents information re: (1) the present (emphasis upon the development of one of the most extensive and sophisticated aquaculture ventures in the U.S.); (2) the Lummi history (hardship and deprivation coupled with strong tribal unity); (3) program organization (Office of Economic Opportunity-funded Community Action Program including economic, social, and tribal affairs projects); (4) economic development-housing (emphasis on a 40-house Housing and Urban Development project); (5) economic development-aquaculture (details development of aquaculture facilities and expertise, job opportunities for 75 of the 150 tribe members, and development problems); (6) social traditions (describes the way in which Lummi traditions are either being eroded or maintained); (7) overall appraisal ("the Lummi's progress must be judged remarkable by any standard", for in seven years, the tribe has been physically transformed and the Lummi's perceptions of their options have changed dramatically both tribally and individually). (JC)

ED 141 008 95 RC 009 944

Peck, Cy, Sr. And Others

Indian Studies Program.

Greater Juneau Borough School District, Alaska.

Spons. Agency—Office of Education (DHEW),

Washington, D.C. Office of Indian Education.

Pub Date Feb 75

Note—132p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Alaska Natives, American Indians, Annotated Bibliographies, Art Expression, *Cross Cultural Studies, Cultural Awareness, *Cultural Background, *Curriculum Guides, *Elementary Secondary Education, Ethnic Studies, Family Life, History, Language, Legends, Religion

Identifiers—*Alaska (Southeast), *Native Studies

A product of the Indian Studies Curriculum Committee and the Indian Studies Staff, this manual on the Indians of Southeast Alaska constitutes a useable classroom tool designed for the cross-cultural program in the Juneau School District. Objectives of this Indian Studies Program are identified as: to increase knowledge, awareness, and positive attitudes of all students, K-12, toward the cultural heritage of the Southeastern Alaska Indian; to promote community involvement through the use of human and material resources; and to increase awareness and understanding of similarities and differences among all cultures. The seven sections of this curriculum guide include the following study topics: (1) History (maps; geography; origin; migration; community life, including social customs and habits; religion and beliefs; social and religious ceremonies; social structure); (2) Contemporary Family Life (family roles, food, fishing, and clan relationships); (3) Art (carving, drawing and painting; weaving, sewing, bentwood boxes, and music); (4) Language (spoken, written, and legends and stories); (5) Suggested Resources (people and agencies); (6) Modifications (modifications of the foregoing text); and (7) Bibliography (a 47-item annotated bibliography). (JC)

ED 141 009 RC 009 945

White, Estelle E. Clay, Rex J.

A Test of the Homogeneity Thesis of the Culture

of Poverty Theory: Characteristics of Disad-

vantaged Farm Families. Tech. Bul. No. 248,

December 1975.

North Carolina State Univ., Raleigh. Agricultural

Experiment Station.

Spons. Agency—Department of Agriculture,

Washington, D.C.

Pub Date Dec 76

Note—16p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Age, Blacks, Community Involvement, Comparative Analysis, Cultural Differences, *Economically Disadvantaged, Education, Family Status, Family Structure, Health, *Homogeneous Grouping, Mobility, Occupational Mobility, Participation, *Rural Farm Residents, *Rural Urban Differences, *Socioeconomic Status, Values, Voter Registration

Identifiers—Anomia, *North Carolina (Northeast)

Utilizing data derived from a stratified random sample of disadvantaged farm families (DFF) liv-

ing in 3 northeastern North Carolina counties (N=42, 56, and 32 families from Bertie, Halifax, and Northampton respectively), study objectives were to test the homogeneity thesis of the culture of poverty theory via a comparison of a selected set of characteristics. The 14 characteristics usually associated with the poor and used for purposes of DFF comparisons were: age; education; participation in social organizations; anomia; present/future orientation; registered to vote; voting participation; knowledge of elected representatives; ethnic background (84% of these families were black); health index; occupational mobility; residential mobility; family size; and type of family. Results indicated the DFF differed dramatically from the generalized conception of the poor in regard to voter registration, participation in voting, and residential and occupational mobility, while smaller discrepancies occurred in present value orientation, family size, and family type. It was concluded that voter registration and participation discrepancies were probably due to the recent civil rights movement, while occupational/residential mobility discrepancies were probably due to the traditional character of the DFF, a phenomenon providing justification for conceptualizing the poor along a rural-urban dichotomy. (JC)

ED 141 010 RC 009 946

Goldsmith, Harold F. And Others

Demographic Norms for Metropolitan, Non-metropolitan and Rural Counties. Mental Health Demographic Profile System Working Paper No. 24, July 1975.

National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date Jul 75

Note—87p.; Some charts may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Comparative Analysis, *Demography, Education, Ethnic Grouping, Family (Sociological Unit), Heterogeneous Grouping, Housing, Life Style, *Metropolitan Areas, Percentage, *Rural Areas, *Social Indicators, Social Services, *Socioeconomic Status, *Statistical Data

Identifiers—*Nonmetropolitan Areas

Utilizing 1970 census statistics for metropolitan, nonmetropolitan, rural, and "all" counties, this paper presents the selected percentile values for the 130 statistics (social indicators) in the Mental Health Demographic Profile System (the MHDPS is a system which allows the delineation of residential areas with common social rank, life style, ethnicity, and other related characteristics and permits inferences re: social service needs among comparable populations). The MHDPS contains indicators of the major components of the social rank dimension—economic status, social status (occupation), and information status (education); the life style dimension—family status, family life cycle stage, residential life style, and familism; and ethnicity dimensions—community stability, area homogeneity, and populations with high risk of social problems. (JC)

ED 141 011 RC 009 947

Report on Urban and Rural Non-Reservation Indians (Task Force Eight: Urban and Rural Non-Reservation Indians). Final Report to the American Indian Policy Review Commission. Committee Print.

Congress of the U.S., Washington, D.C.
Pub Date 76

Note—147p.; Not available in hard copy due to small print size of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.70)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accountability, Adoption, Advisory Committees, *Agency Role, Alcohol Education, Decision Making, Education, Employment, Facilities, *Federal Government, Health, Housing, Legal Aid, *Needs Assessment, *Non-Reservation American Indians, Participation, Policy Formation, Program Development, Rural Population, Senior Citizens, *Social Services, Transportation, Urban Population

Identifiers—Bureau of Indian Affairs, Indian Health Service

The result of a 12-month investigation of rural and urban nonreservation American Indian needs,

this report is the final product of a task force assigned by the American Indian Policy Review Commission to: (1) examine statutes and procedures for granting Federal recognition and extending services to American Indians; (2) collect and compile data re: the extent of present and projected Indian needs; (3) explore the feasibility of alternative elective bodies to facilitate maximum decision making participation. Included in this report are: the executive summary of findings and recommendations; task force methodology (contact with 167 urban Indian organizations, 12 regional hearings, and a need classification including 18 broad subject areas); an historical review of the Indian and Federal government relationship; a legal review (emphasis on authorizing services to nonreservation Indians); a social needs assessment (employment; education; housing; health; frequently mentioned need areas—legal services, adoption, elderly care, alcoholism counseling, facilities, transportation; the Indian Center; rural nonreservation; and Indian poverty levels and income characteristics); exploration of alternative elective bodies (an independent Indian agency to manage Federal funding and services and councils of off-reservation advisors for the Bureau of Indian Affairs and the Indian Health Service). (JC)

ED 141 012 RC 009 948

One Feather, Vivian

Tribal Law and Development Policies.

Black Hills State Coll., Spearfish, S. Dak.
Pub Date Jul 75

Note—76p.

Available from—Supply Store, Black Hills State College, Spearfish, South Dakota 57783 (\$0.60)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Agency Role, *American Indians, Bibliographies, Case Studies, *Curriculum Guides, Development, Educational Objectives, Ethnic Studies, Federal Government, Filmographies, *Governmental Structure, *Higher Education, Laws, Learning Activities, *Political Science, Reservations (Indian), Self Actualization, *Tribes

Identifiers—Bureau of Indian Affairs, *Native Studies

Focusing upon the scope of contemporary American Indian tribal development, this Indian Studies syllabus constitutes a three-hour political science course at the college level. Course objectives are identified as understanding: tribal powers as described in tribal constitutions and by-laws; the complexities of tribal sovereignty; Federal and tribal jurisdiction in the area of law and order on Indian reservations; the role of the Bureau of Indian Affairs (BIA) in its relationship with Indians; and self-determination through case studies. Presented individually, the five units of this course syllabus parallel the five course objectives and include individual unit objectives, reading materials lists, instructions to the instructor, and student activities. A 28-item bibliography and a 7-item film list are also included. (JC)

ED 141 013 RC 009 949

One Feather, Vivian

Lakota Social System.

Black Hills State Coll., Spearfish, S. Dak.

Note—80p.; Page 30 may not reproduce well due to small print size of original document

Available from—Supply Store, Black Hills State College, Spearfish, South Dakota 57783 (\$0.70)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*American Indians, Bibliographies, Cultural Awareness, *Curriculum Guides, Educational Objectives, Ethnic Studies, Filmographies, Governmental Structure, *Higher Education, History, Religion, *Reservations (Indian), Social Change, Social Development, *Sociology, Values

Identifiers—*Native Studies, *Sioux (Lakota)

Designed to provide the college student with an understanding of the Lakota people and their social institutions from both an historical and a contemporary perspective, this Native Studies syllabus constitutes a three-hour sociology course. Course objectives are identified as understanding: the historical development of Lakota society prior to the American Indian reservation period; social, religious, governmental, and economic institutions in their original form; the changing institutions under pressure by outside agencies; the Lakota individual and his relationship to others

within the social system; the changing institutions which exist today in a contemporary reservation framework; and the retention of cross-cultural values by many Lakota individuals. Presented individually, the six units in this course syllabus parallel the six course objectives and include individual unit objectives, reading lists, instructions to the instructor, and student activities/discussions. A 40-item bibliography and a 35-item filmography are also included. (JC)

ED 141 014 RC 009 950

One Feather, Vivian

Lakota Oral Literature.

Black Hills State Coll., Spearfish, S. Dak.
Pub Date Dec 74

Note—48p.; For related document, see ED 073 860

Available from—Supply Store, Black Hills State College, Spearfish, South Dakota 57783 (\$0.45)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Activities, Bibliographies, Cultural Awareness, *Curriculum Guides, Educational Objectives, English, Filmographies, *Higher Education, *Legends, *Literature, *Speech Communication

Identifiers—*Native Studies, *Sioux (Lakota)

Course objectives for the three credit hour Lakota Oral Literature (college level English) course presented in this publication are to: perceive through the reading and hearing of Lakota legends a better understanding of the known world of the Lakota people which existed prior to white contact; understand the origin of the laws which the Lakota people obeyed throughout centuries to the present; appreciate the world of the supernatural and its relationship with the Lakota people; understand that an oral tradition has as much validity and importance as a written tradition; and understand the source of reasoning in the Lakota sense as conveyed through the oral tradition. Each of the six individual units presented in this publication includes sections devoted to: (1) organization of the unit for the instructor; (2) unit objectives; (3) reading materials; (4) "important facts" (precepts); and (5) discussion topics or activities. The six units are titled as follows: "The Creation of the Universe and the Creation of Living Creatures"; "The Circle of Evil Spirits"; "The Order of Things"; "The Lakota People Come to the Earth"; "Ohunkakan"; and "Ehanni Wicowoyake". Also included are a supplementary bibliography (23 entries) and a filmography (10 entries). (JC)

ED 141 015 RC 009 951

Reservation Economic Development. A Course in Small Business.

Black Hills State Coll., Spearfish, S. Dak.
Pub Date Dec 75

Note—165p.

Available from—Supply Store, Black Hills State College, Spearfish, South Dakota 57783 (\$1.20)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Adult Education, *American Indians, Budgets, Business Administration, Curriculum Guides, *Economic Development, Ethnic Studies, Facilities, *Higher Education, Personnel Selection, Recordkeeping, *Reservations (Indian), Site Selection, *Textbooks

Identifiers—*Native Studies, *South Dakota

Emphasizing the specific details of organizing and operating a business on an Indian reservation, this course syllabus is designed to provide American Indian college students with a general and basic understanding of past, existing, and future economic concepts affecting Indian reservations and to provide a practical, working understanding of business organization, business procedures, and business management. This eight-chapter text includes numerous tables and charts and chapters focused upon the following: the history of economic development on South Dakota Indian reservations; organization of small businesses on Indian reservations; initial steps in starting small businesses (site selection, equipment, facilities, etc.); small business operational procedures (purchasing, pricing, merchandizing policies, selling, etc.); small business considerations (credit and collection, budgeting, record keeping, business risks and insurance, banking, etc.); personnel procedures (hiring, firing, etc.); and the unique government-reservation relationship. The subject matter presented in chart form includes: low and high status occupational

categories; sole proprietorship; partnership; corporation; store lay out; and purchasing cycle. Each chapter includes a narrative followed by discussion questions. Also included are extensive appendices and a bibliography. (JC)

ED 141 016 RC 009 952

Stevenson, Sharon

Indian Education Project: An Abridgment.

Central Michigan Univ., Mount Pleasant.

Spons Agency—Michigan

Pub Date May 74

Note—36p.; For complete document see RC 009 953

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*American Indians, Cultural Awareness, Curriculum Development, Day Schools, *Educational Alternatives, Elementary Secondary Education, *Ethnic Studies, *Feasibility Studies, Higher Education, Pilot Projects, Synthesis, Teacher Education
Identifiers—*Central Michigan University, *Michigan (Detroit), Native Studies

Synthesizing two priority proposals identified by the Indian Education Project of Michigan, this report outlines a proposal for establishing an Indian Education Center (staffed by American Indians and advised by a University Advisory Committee made up of Indian parents and the Indian community) to meet the needs of Indian students and simultaneously disseminate information on the nature of Michigan Indian education to the local community and the state at large (primary duties of the center would be development of: inservice training programs for teachers and future teachers; a Native American curriculum; a research component to examine causes and solutions re: the 75% dropout rate among Michigan Indian students; pilot projects; and job training programs). The second proposal is presented as a recommendation coming out of a study of the Detroit area (a survey of 105 Native Americans comprised of 38 males and 67 females ranging in age from 16 to 78 years and residing both in Detroit and its outlying areas) which calls for an Indian-operated day school in the Detroit metropolitan area that is separate from the Detroit Public School System (starting at the elementary level and offering courses in Indian history, languages, arts and crafts, culture, singing and dancing, and religion). (JC)

ED 141 017 RC 009 953

Martin, Larry Morris, Joann

Indian Education Project, 1974.

Central Michigan Univ., Mount Pleasant.

Spons Agency—Michigan

Pub Date 74

Note—263p.; For abridgment, see RC 009 952

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*American Indians, Cultural Awareness, *Curriculum Development, Day Schools, *Educational Alternatives, Elementary Secondary Education, *Ethnic Studies, *Feasibility Studies, Higher Education, Pilot Projects, Teacher Education
Identifiers—*Central Michigan University, *Michigan (Detroit), Native Studies

A product of Michigan's Indian Education Project, this report includes two proposals designed to help meet the educational needs of Michigan American Indian students at various levels. The first of the two feasibility studies includes: a perspective on Michigan's American Indians; problems of Indian education (priorities, roots of the problem, major issues, an alternative to an Indian school, and a design for incremental change); the proposal for an Indian Education Center at Central Michigan University (organization of a program designed to meet the educational needs of secondary and higher education students via inservice training programs for teachers and future teachers, a Native American curriculum, a research component to examine causes/solutions re: Michigan's 75% dropout rate, pilot projects, and job training programs, while simultaneously disseminating Indian education information to local and state communities. The second study ("Detroit Study") includes an introduction; project background; description of the research setting; methodology; detailed findings; and the proposal to begin a day school in Detroit starting at the elementary level and offering courses in Indian history, languages, arts and crafts, culture, singing and dancing, and religion (includes information re: teachers, funding, building availability legalities, legislative backing, and general recommendations). (JC)

ED 141 018

Bass de Martinez, Bernice

Poder es Saber. Workshop: Developing a Bilingual Curriculum (New Mexico Highlands University, Las Vegas, New Mexico, June 1977).

New Mexico Highlands Univ., Las Vegas.

Spons Agency—Southwest Bilingual Education Training Resource Center, Albuquerque, N. Mex.

Pub Date Jun 77

Note—124p.; Lesson plans in Spanish

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Bibliographies, *Bilingual Education, Cultural Awareness, Curriculum Design, *Curriculum Development, Elementary Education, Elementary School Science, Fine Arts, Language Arts, *Lesson Plans, Mathematics, Reading, Resource Guides, Social Studies, *Spanish Speaking, *Unit Plan
Identifiers—*New Mexico

Bilingual teachers and program directors of northern New Mexico attended a workshop at New Mexico Highlands University to examine the curriculum designed to meet the needs of students within the bilingual bicultural setting. Participants were asked to redefine curriculum within the "workshop" setting. Consultants assisted the group in establishing a more complete overview of bilingual bicultural curriculum. Components of particular interest were reading and language arts, math, science, social science, and fine arts. Throughout the workshop participants were asked to assist in the development of activities for each area. This booklet is designed to disseminate the information gathered by the participants under the direction of the selected consultants. The booklet contains graded (K-7) lesson plans, written in Spanish, in the areas of reading, math, science, social science, and fine arts for use in the bilingual classroom. Thirty-five annotated sources, 30 additional sources, and 32 publishers' addresses are listed. (NQ)

ED 141 019

Benson, Michael

Sovereignty: The Navajo Nation and Taxation.

DNA Legal Services, Inc., Window Rock, Ariz.

Pub Date 76

Note—63p.; Not available in hard copy due to marginal legibility of the original document

Available from—DNA-People's Legal Services, Inc., Box 306, Window Rock, Arizona 86515 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indians, Anglo Americans, Financial Support, *Government (Administrative Body), Natural Resources, *Program Development, Taxes, *Tax Support, *Tribes

Identifiers—*Navajo Nation, *Navajos

Contending that it is wrong for the Navajo Government to continue to neglect its citizens by not implementing a taxation program, this monograph is written to generate interest in and discussion of a taxation program and the Navajo Tax Commission, created in 1974. Specifically, this booklet presents basic information re: the financing of the Navajo Government (who pays for the government and the depletion of the natural resources); Navajo generosity (those benefiting, taxes collected from within the Nation, other taxes paid by Navajos to non-Navajos, and Navajo generosity in the beginning); taxes and the way other governments finance themselves; tribal taxation (Zunis, Hopis, and legalities); the McDonald Administration and Navajo taxation; and conclusions and recommendations (Navajo people cannot depend upon their natural resources to finance their government forever; both Navajos and non-Navajos benefit from the Navajo Government; the Hopi and Zuni governments use taxation to finance their operations; because of delays in the implementation of the Navajo Tax Commission, the Navajo Nation has lost millions of tax dollars and should begin taxing as soon as possible; and the Navajo Tribal Council should immediately declare a moratorium on all major development in the Navajo Nation until a Navajo taxation program is ready for implementation). (JC)

ED 141 020

Clifford, William B.

Recent Population Trends in North Carolina and the Southern Region: 1970-1975. Progress Report Soc. 64, 1977.

RC 009 954

North Carolina State Univ., Raleigh. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date 77

Note—25p.; Not available in hard copy due to marginal legibility of original document. Pages 3a and 4a may not reproduce well due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Birth Rate, Census Figures, Comparative Analysis, Death, Demography, *Metropolitan Areas, *Migration, *Population Growth, *Population Trends, Residential Patterns, *Rural Population, Southern States, Statistical Data, Urban to Rural Migration
Identifiers—*North Carolina

Estimates of population change and the components of change for North Carolina and its counties were made for the 1970-75 period. Attention was given to the growth patterns in the metropolitan and nonmetropolitan areas of North Carolina and the southern region. Data showed that the state's population grew at a faster rate during this period than it had in the previous decade due to the reversal of the state's long term pattern of net outmigration. Although more counties had relative increases higher than that for the state during 1970-75 than was the case for the previous decade (41 counties as compared with 31), most of the growth in the state's population resulted from counties with relative increases less than the average for the state. During the sixties, 70 out of 100 counties experienced net outmigration; in the 1970-75 period, only 25 counties experienced net outmigration. Growth in nonmetropolitan areas had been a manifestation of change in both urban and rural areas. The retention and attraction of people to rural areas was influenced by decentralization of manufacturing and trade, development of retirement and recreational areas, and the growth of educational institutions of various types. Also the slowing of outmigration from largely agricultural counties and from counties with relatively sizeable black populations, especially in the South, an increased awareness of the problems of cities, unemployment, and residential preferences affected the change in the pattern of regional growth. (NQ)

ED 141 021

Kielsmeier, Jim

Team Reconnaissance: A Process for Involving Teachers in the Preplanning of Experiential Education Projects.

Colorado Outward Bound School, Denver.

Pub Date May 75

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Activity Learning, Educational Planning, Field Check, Group Activities, Guides, *Outdoor Education, *Program Planning, *Site Selection, *Teacher Participation, Teacher Responsibility, *Teamwork
Identifiers—*Experiential Learning, Outward Bound, *Reconnaissance

Too often inadequate preparation in facilitating an outdoor experience is the rule and the subsequent group experience suffers. In an organization like Outward Bound where areas are used repeatedly, an evolutionary form of reconnaissance is often adequate. However, for school groups, this form of reconnaissance is not practical since too few of them use a site on a regular basis. A high level physical reconnaissance is not necessary for a school experience due to limitations in leader experience, actual time in the field, and equipment. Yet, the information needed and the lead time required for a well planned school sponsored excursion is considerable. Therefore, a school planner might consider a team approach, using several teachers and/or students as a reconnaissance team to accomplish a number of tasks. This group reconnaissance idea offers the far-sighted innovator much more of a chance to bring about institutional change. Outward Bound tried a group reconnaissance in April 1975 with four youth leaders from Denver. These individuals were involved in an advanced reconnaissance, a total group preplanning meeting, a 4-day reconnaissance at Pawnee National Grasslands, a debriefing and future planning session, a resource guide development meeting, and a resource guide draft meeting. Included are copies of the preparation responsibilities list, tentative

resources guide outline, and the project center program planning sheet. (Author/NQ)

ED 141 022 RC 009 958

Jacob, Nelson L. And Others

The South Carolina Title V Program in Perspective: Three Models of Purposive Change.
Pub Date Feb 77

Note—14p.; Related documents include ED 124 351-52. Paper presented at the Rural Sociology Section, Southern Association of Agricultural Scientists Meeting (Atlanta, Georgia, February 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Blacks, Case Studies, *Change Agents, *Community Development, Extension Agents, *Extension Education, *Methods, *Models, *Rural Development, Social Action, Social Planning

Identifiers—*South Carolina (Southeast)

The utility of Rothman's three ideal types of social action as applied to community issues and Extension agents were explored via analysis of condensed case study materials describing decisions and activities surrounding a specific issue in the target county of a Title V (Rural Development Act of 1972) Project in South Carolina. The three Rothman models and the community issues analyzed were: (1) the locality development model as applied to development of a county-wide comprehensive rural fire protection program; (2) the social planning model as applied to extension agents' responses to a request for assistance in exploring alternatives for establishing a county-wide human services campus; (3) the social action model of planned change as applied to provision of adequate community services and facilities to a densely populated minority (black) neighborhood. Analysis indicated that: in the instance of rural fire protection, the role of Extension personnel ranged from emphasis on information gathering/dissemination to efforts to involve and inform a communication network; in the case of the human services campus, the primary extension involvement was fact-gathering and analysis for decision making; in the case of service and facility provision to a low-income black community, the Extension involvement became more catalytic than directive. (JC)

ED 141 023 RC 009 959

Coughenour, C. Milton And Others

Transfer of Decision Making and Farm Tasks from Father to Son in Father-and-Son Farming Arrangements. RS-51, August 1976.

Kentucky Univ., Lexington. Agricultural Experiment Station.

Spons. Agency—Department of Agriculture, Washington, D.C.

Pub Date Aug 76

Note—38p.; Pages 7-11 may not reproduce well due to small print size of original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age, Agriculture, *Decision Making, Farmers, *Farm Management, *Fathers, Organization, Questionnaires, Responsibility, *Rural Farm Residents, *Siblings, Status, *Task Performance

Identifiers—*Kentucky

The study examined the division of decision-making and farm tasks in a joint father and son enterprise, the extent to which the decisions tended to be shared equally, and the extent to which the principal operator had responsibility for those tasks not shared. Data were collected in 1974 from fathers and sons who were joint operators of 145 farms located in 12 counties and 5 different farming areas of Kentucky. They were asked to respond to 56 questions covering typical farm decisions and tasks in 6 major livestock and crop enterprises—beef cattle, hogs, dairying, tobacco, corn, and soybeans. Respondents indicated whether the decision or task was performed by the father only, father mostly, father and son equally, son mostly, or son only. In order to indicate the process of transferring the principal responsibility for the farming operation, the decisions and tasks were analyzed by age of the father and of the son. Findings included: the joint arrangement was typically informal and verbal rather than expressed in a written document; the father was considered the principal operator on 70% of the farms; the tendency for the father to hold principal operator status declined with increasing age of the father and of his son; principal operator status was associated with a tendency to control unshared tasks and decisions;

and the sons' involvement in decisions and tasks increased when he became the principal operator and as the father increased in age regardless of whether the father retained the status of principal operator. (JC)

ED 141 024 RC 009 960

Americans for Indian Opportunity (AIO) Annual Report, 1975.

Americans for Indian Opportunity, Inc., Albuquerque, N. Mex.

Pub Date 75

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agency Role, *American Indians, *Annual Reports, *Budgets, Communications, Comparative Analysis, Federal Government, Financial Support, *Information Dissemination, *Natural Resources, Needs, Organization, Socioeconomic Status

Identifiers—*Americans for Indian Opportunity

Presenting an account of the 1975 activities and interests of the Americans for Indian Opportunity (AIO) is an organization which was initiated in 1970 to serve as both a catalytic and unifying force in the American Indian community; this annual report briefly describes the following: the need for AIO; facts regarding the socioeconomic status of Native Americans; Indian control of Indian natural resources; AIO's role as a liaison between the Federal government and the Indian community; AIO involvement of the non-Indian world in the support of the Indian community; information sharing (the Thursday meetings of all Washington based national Indian organizations; "Red Alerts", a newsletter designed to communicate crucial issues in a timely manner; and the information service); training of resident interns for research in connection with tribal resources; awards to outstanding Americans for Indian opportunities; auditors' opinions; and financial statements (includes 1974-75 balance sheet; statement of support, revenue, and expenses and changes in fund balances for the year ended October 31, 1975; and statement of functional expenses for the year ended October 31, 1975 with comparative totals for 1974). (JC)

ED 141 025 RC 009 961

Real Choices in Indian Resource Development: Alternatives To Leasing. AIO Report-Billings Conference (Billings, Montana, January 30, 31, and February 1, 1975).

Americans for Indian Opportunity, Inc., Albuquerque, N. Mex.; Eastern Montana Coll., Billings; Northern Cheyenne Tribe, Mont.

Pub Date Jan 75

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agency Role, *American Indians, Comparative Analysis, Conference Reports, *Conservation (Environment), Developing Nations, *Development, Environmental Influences, Land Use, Legislation, *Natural Resources, *Preservation, Problems, Reservations (Indian), *Speeches, Tribes, Water Resources

Identifiers—Environmental Protection Agency

Identifying the purpose of the Conference on Real Choices in Indian Resource Development: Alternatives to Leasing (Billings, Montana, January 1975) as exploring options available to American Indian tribes in the Great Plains re: the development of their own natural resources, this paper presents excerpts from participant speeches and comments regarding the following: (1) the problem and the challenge of conserving and developing Indian resources; (2) the foreign analogy wherein use of Indian resources is compared with the developing countries and their attempts to control and manage resources; (3) comparative mining agreements ("The Indian mineral leases I have seen are among the worst mineral agreements in the world."); (4) water rights (discussion of a new bill proposed by the Justice Department to allow the Secretary of the Interior over a five year period to administer the quantification of water in the U.S. without a mechanism for appeal); (5) a colonial experience (a professor from Ceylon asserts "The necessity to assert cultural autonomy is critical at the initial stages...because it is going to take us forward into a new sense of human community."); (6) Environmental Protection Agency (it was the consensus that EPA and Indian people have common interests and should develop better communications). (JC)

ED 141 026 RC 009 962

AISOM (The American Indian School of Medicine), March 1977.

American Indian School of Medicine, Shiprock, N. Mex.

Pub Date Mar 77

Note—18p.; Updated version of the "briefing material" prepared for use by the Congress in considering Public Law 94-437, The Indian Health Care Improvement Act; Materials prepared in the Office of the President, American Indian School of Medicine

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Accreditation (Institutions), Affiliated Schools, *American Indians, *Development, Facilities, Faculty, Federal Government, Financial Support, Governance, *Higher Education, Historical Reviews, *Medical Schools, *Needs Assessment, Organization, Program Development, *Reservations (Indian), Rural Areas, Students

Identifiers—*American Indian School of Medicine AZ

A compilation of descriptive, factual, and technical information re: the development of the American Indian School of Medicine (AISOM), this document describes the history and current status of AISOM and presents the 1977 projected calendar. AISOM is described as: established by the Navajo Tribal Council in 1977; developing an academic affiliation agreement with Northern Arizona University and the Maricopa County Hospital, the Indian Medical Center and other medical centers in Phoenix, Arizona; and involving a fourth year of education to take place on the Navajo and other Indian reservations in Indian Health Service hospitals and clinics. Employing a question and answer format, this document answers questions relative to the following: Indian health care; Indian doctors; an Indian school of medicine; reservation-based medical education; existing medical schools; Indian support of AISOM; Federal control/intervention; location and facilities; governance and organization; student body; instructional programs; faculty; finances; and accreditation. Also presented are AISOM's financial and personnel projections and documentation of existing Indian support for the development of AISOM. (JC)

ED 141 027 RC 009 963

Hard Choices: Development of Non-Energy Non-Replenishable Resources. AIO Report No. 10.

Americans for Indian Opportunity, Inc., Albuquerque, N. Mex.

Report No.—AIO-10

Note—127p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agency Role, *American Indians, Case Studies, Conservation (Environment), Contracts, *Development, Economic Development, Federal Government, Land Use, *Natural Resources, Planning, *Policy Formation, Self Actualization, *Seminars, Taxes, *Tribes

Identifiers—*Bureau of Indian Affairs, Copper, Papagos, Wisconsin (North)

Presenting highlights from a seminar designed to explore the possibilities of "developing minerals in Indian nations by Indian people for the benefit of Indian people", this document includes documentation of the proceedings as follows: (1) Participants Roundtable (participant experiences revealing concern for lack of knowledge, expertise, and power regarding mineral development, evaluation, and negotiation); (2) A Global View (discussion of copper in terms of world-wide availability, production, consumption, and trade); (3) The Papago Experience (copper mining royalties, economics, environmental problems, etc.); (4) A Regional View: The Case of Northern Wisconsin (passive vs active response strategies applicable to the influx of multinational corporations); (5) A Bureau of Indian Affairs View (the BIA's lack of funds, expertise, and self-interest); (6) Before You Develop: Measuring the Impacts (air and water quality, land use, quality of life, etc.); (7) Dealing with Developers (royalties, joint venture arrangements, production sharing agreements, state taxation, etc.); (8) Developing Mining Policies (royalties vs service contracts, economic vs environmental concerns, etc.); (9) Planning for Development (control, long-term strategies, financial and decentralized planning, etc.); (10) Tribal Powers and Taxation (Federal limitations on tribal

sovereignty, theories invalidating state taxation, etc.). (JC)

ED 141 028 RC 009 973
Proceedings of the Conference on Rural Health Services in Nevada (Reno, Nevada, January 17-18, 1974).

Mountain States Regional Medical Program.

Pub Date 17 Jan 74

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accountability Agency Role, Consumer Protection, Coordination, *Delivery Systems, Emergency Programs, Extension Education, Health Education, *Health Personnel, *Health Services, Physicians, Physicians Assistants, Program Descriptions, *Rural Areas, Rural Population, *Speeches, *Synthesis Identifiers—*Nevada

Presenting summaries of the speeches and panel and audience discussions at the Conference on Rural Health Services in Nevada (Reno, 1974), these proceedings include the following: (1) Introduction ("The objective of this Conference was to get the providers together with the consumers to discuss problems of health services in rural Nevada and to set some priorities in what can be done to get better health services to these areas."); (2) Speech by Governor O'Callaghan, Keynote Speaker (emphasis on local accountability and the conflicts which exist between providers and consumers as perceived in transactional analysis terms); (3) "Getting Physicians to Rural Areas" (presents characteristics describing the rural physician and the rationale cited by physicians who leave rural areas); (4) "Consumer Health Education" (describes Oregon's plan for extension health education involving the community development agent, the agricultural agent, and the county home economist working with all related health personnel in their areas); (5) "Increasing Health Manpower Through Alternatives" (seven arguments are presented for expanding and developing the new health practitioner professions—physician assistants, nurse practitioners, health associates, medex, etc.); (6) "Emergency Medical Programs" (describes development of Nevada's Emergency Medical Service). (JC)

ED 141 029 RC 009 974

Trueba, Henry T., Comp. And Others

Bilingual Bicultural Education for the Spanish Speaking in the United States: A Preliminary Bibliography.

Pub Date 77

Note—174p.

Available from—Stipes Publishing Co., 10 Chester Street, Champaign, Illinois 61820 (\$5.00 post paid)

Document Not Available from EDRS.

Descriptors—Acculturation, *Bibliographies, *Bilingual Education, Bilingualism, Cross Cultural Training, Cultural Differences, *Cultural Factors, Curriculum, Educational Change, Educational Philosophy, Elementary Secondary Education, English (Second Language), Higher Education, Language Development, Mexican Americans, Migrant Education, Politics, Program Descriptions, Program Evaluation, Psycholinguistics, Puerto Ricans, School Community Relationship, Socioeconomic Influences, *Sociolinguistics, *Spanish Speaking, Teacher Attitudes, Teacher Education Identifiers—*Bicultural Education

Citing 1,019 sources particularly relevant to Spanish speaking groups and readily available in most libraries, this bibliography is divided into 3 parts: index categories, topical index with authors, and complete references listed alphabetically. Although emphasis is on the Spanish speaking groups in the United States, studies on other linguistic groups with theoretical implications for all groups are included. The index categories consist of bibliographies, bilingualism, bilingual/bicultural education, language, education, and sociocultural perspectives. The topical index categories represent the major disciplinary and theoretical concerns of scholars in the field of bilingual education, whose nature is still highly eclectic and interdisciplinary. Published between 1929 and 1976, the materials cover such topics as language acquisition, program development, sociocultural context of education, classroom dynamics, curriculum development, legislation, measurement of language and subject matter achievement, migrant education, reading, school and communi-

ty relations, history, educational development, employment, English as a second language, teacher attitudes and expectations, teacher preparation, politics, code switching, cross cultural teaching, dropouts, educational change, educational opportunities, ethnic studies, first language teaching, higher education, school organization and policy, self concept, comparative linguistics, and psycholinguistics. (NQ)

ED 141 030

RC 009 975

Goodleaf, Wanda Carrier, Romain

Social Studies: Indians of Canada. Curriculum Unit on Indians of Canada for the Fifth Grade.

Note—59p.; This study unit was developed by the Caughnawaga Curriculum Project, Quebec

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Activities, *American Indians, *Canada Natives, Classification, Cultural Awareness, *Curriculum Guides, Elementary Education, Filmographies, Food, Games, *Grade 5, Housing, Illustrations, Maps, Religion, *Social Studies, Transportation, Tribes Identifiers—British Columbia Indians, *Caughnawaga Curriculum Project, *Native Studies, Pacific Coast Indians, Prairie Indians, Woodlands Indians

Designed to provide units of study that would be relevant to American Indian students, a contribution to the eradication of misconceptions and fallacies associated with the Indian, and materials that are easily accessible and easily incorporated in existing educational programs, this social studies curriculum unit on Indians of Canada presents the following units of study for fifth graders: (1) Eastern Woodland Indians (map, Algonkian and Iroquoian; homes, including illustrations; cooking utensils; transportation; tools; weapons; music; games; and religion); (2) The Prairie Indians (map; hunting; weapons and tools, including illustrations; transportation; cooking; homes; and clothing); (3) British Columbia Indians (map; the British Columbia interior; hunting and weapons; fishing; tools; homes; and clothing); (4) Indians of the Pacific Coast (map; fishing; homes; transportation; clothes; social life; and art); (5) Comparative Illustrations (tools, clothing, musical instruments, etc.); (6) Activities (for Canada in general and for Woodland, British Columbia, and the Prairie Indians); and (7) Bibliography (15 citations). Each unit of work also presents lists of films, filmstrips, slides, and television programs. (JC)

ED 141 031

RC 009 976

Curriculum Aid to Indian Studies. Thornlea Secondary School, Thornhill, Ontario.

Thornlea Secondary School, Thornhill (Ontario). Note—32p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indians, *Annotated Bibliographies, *Canada Natives, Cultural Awareness, *Curriculum Guides, *Educational Objectives, Filmographies, Secondary Education, *Teaching Methods, Units of Study Identifiers—*Native Studies

The product of an Indian Studies program developed at Thornlea Secondary School in 1969 for grades 10-13, this curriculum aid includes the following: (1) Native Studies educational objectives (9 objectives including such specifics as "to demonstrate that Indians are not the 'cowboy and Indian' stereotype as perpetuated by many Hollywood movies and erroneous textbooks"); (2) major study units for Indian Studies (an outline under the headings of historical perspective and the Canadian Indian today which includes such topics as physical and cultural anthropology and the "reserve system" and "Indians in the city"); (3) Native Studies teaching approaches (chronological, seminars, audio visual, lectures and guest speakers, problematic, book reviews, documents, and field trips); (4) a selected Native Studies bibliography (73 annotated citations); (5) Indian periodicals and information sources (17 annotated citations); and (6) Native Studies audio visual guide (32 citations). (JC)

ED 141 032

RC 009 977

McKay, Rosemary And Others

Indian Culture Program. Poplar River School No. 050, Neginan, P.O.

Poplar River School No. 050, Neginan (Ontario).

Note—80p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Activities, *American Indians, Art, Bibliographies, *Canada Natives, *Cultural Awareness, *Curriculum Guides, *Educational Objectives, Elementary Secondary Education, Filmographies, Food, Games, Geography, History, Instructional Materials, Lesson Plans, Literature, Organization, Physical Education, Religion, Social Studies, Transportation, Tribes, *Units of Study

Identifiers—Blackfeet, Haida, Ontario

Developed by teachers at the Poplar River School Number 050 (Neginan, Ontario, Canada), this curriculum guide presents a cultural expansion program for: (1) kindergarten students (a unit on community study including such topics as: food, shelter, clothing, medicine, transportation and a unit on "other" Indian cultures "by way of legends"); (2) first grade students (22 lessons on clothing, housing, work habits, and schools); (3) second grade students (25 hours or 50 class periods encompassing legends, community workers, and "long ago"); (4) grades 5-6 and 7-8 (a comparative study to be undertaken simultaneously, involving 9 to 10 weeks of 3, 40-minute periods per each 6-day cycle and including units on Haida and Blackfoot geography, clothing, shelter, transportation, food, occupations, population, socio-political organization, history, and literature and a 65-item bibliography and a 10-item filmography); (5) grades 6-8 (a 9-lesson art unit on the Haida and Blackfoot, including a 21-item bibliography and a 9-item filmography); (6) the school's physical education program (7 local Indian games). The format of this guide is such that each unit includes educational objectives, lessons, a brief content description, activities, and a list of instructional materials. (JC)

ED 141 033

RC 009 978

Purohit, Sally R. Clonts, Howard A.

A Comparison of Citizen and Leader Perceptions of Selected Quality of Life Indicators.

Pub Date 6 Feb 77

Note—21p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (74th, Atlanta, Georgia, February 6-9, 1977). Not available in hard copy due to marginal legibility of original document - particularly tables 4 and 5

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Age Differences, *Attitudes, Census Figures, *Community Leaders, *Comparative Analysis, Demography, *Economic Development, *Quality of Life, Racial Differences, *Rural Population, Rural Urban Differences, Sex Differences, Social Indicators, *Social Services

Identifiers—Alabama

A total enumeration of elected and appointed officials, a 30% sample of business firms in each of 3 counties, and a 2% sample of the household residents (N= a total of 800 respondents living in a 3-county rural area of Alabama) were surveyed for purposes of comparing the attitudes of leaders and citizens toward public services and economic development as related to quality of life. The demographic variables employed were: age, race, sex, work status, occupation, type of residence, and type of road. The public service variables were: water, sewage, solid waste disposal, health, public schools, telephone, energy, fire protection, welfare, law enforcement, media, recreation, libraries, and adult education. Results indicated: definite dissimilarities between specific attitudes in the three counties; substantial differences among the same sectors in different counties; substantial importance in some determinants' influence upon the levels of satisfaction with public services and perception of quality of life (differential access to resources - availability vs nonavailability of public services; differences in perspective, as exhibited by leaders with a universalistic outlook or citizens with a particularistic outlook; and differences in personal characteristics, such as sex, race, etc.). (JC)

ED 141 034

RC 009 979

Wynn, Eddie D. And Others

Williamsburg County Human Resources Campus (WCHRC): Planning Report.

Clemson Univ., S.C. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date Nov 75

Note—175p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Agencies, Agency Role, *Campuses, Change Strategies, Costs, *Economically Disadvantaged, Facilities, *Feasibility Studies, Guidelines, Health Services, *Human Services, *Models, Program Development, *Rural Areas, Rural Development, Social Services
 Identifiers—*South Carolina (Williamsburg County)

Investigating the feasibility of a human resources campus designed to locate all Williamsburg County (a rural disadvantaged South Carolina county) health and social service agencies in one consolidated area, project objectives were to investigate: agency characteristics; ownership, management, and financing aspects of the campus concept; development of alternative strategies; preferred development strategy recommendations; development of general design guidelines to be followed in further campus development; and recommendations for further study or action. The methodology employed included: interview questionnaires; investigation of similar projects; literature search; meetings with project participants; government representatives, community leaders; work sessions with other agencies; and use of consultant architectural services. Project benefits were identified as: increased agency interaction and visibility; reduced facility duplication; increased range of services/facilities; and improved public accessibility. Proposals coming out of the study were: (1) ownership/management; financing models (county owns/tenants lease; eleemosynary or nonprofit corporation owns/tenant leases; combination ownership/tenants lease; and condominium ownership); (2) alternative development strategies (buildings arranged linearly along a pedestrian street; strong pedestrian arrangement to the west; buildings dispersed on the site; and new agencies clustered but removed from existing facilities); (3) recommendations re: campus role in the county. (JC)

ED 141 035

RC 009 980

Burns, Allan F.

World View and Educational Change: A Study of Time in a Small School District.
 Abt Associates, Inc. Cambridge, Mass.
 Pub Date [75]

Note—16p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adults, Change Agents, *Coordinators, *Experiential Schools, *Job Tenure, *Program Descriptions, *Role Perception, Rural Areas, *Small Schools, Social Science Research, Students

Identifiers—*Arizona (Willcox), World View

Associating the personnel turnover in the small, rural public schools of Willcox, Arizona with implementation of a plan for change under the National Institute of Education's Experimental Schools Program (1973), this paper attempts to explain staff turnover in terms of the anthropological concept "world view" as manifest in pupil-centered vs adult-centered perceptions of time. Specifically, this paper asserts that Willcox school personnel hired under the Experimental Schools Program were faced with an ambiguous situation in that there was no clear distinction made between adult-centered and student-centered roles. The analysis of extensive formal and informal interviews with school people as presented here suggests that: there was a definite correlation between staff turnover and the impact of the Experimental Schools Program; the creation of new positions for implementing federally sponsored change is no easy task, since people brought in to be change agents do not seem to be able to operate effectively without a personal tradition of pupil-centered or adult-centered "world views"; and the adult-centered world of administrators can more readily incorporate new people within its structures than the pupil-centered world. (JC)

ED 141 036

RC 009 981

Banks, Vera J.

Farm Population Estimates for 1975. Agricultural Economic Report No. 352.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.
 Report No.—AER-352

Pub Date Oct 76

Note—9p.; For related document, see ED 058 380

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Census Figures, Comparative Analysis, *Migration Patterns, *Population Growth, *Population Trends, *Rural Farm Residents, *Statistical Data, Tables (Data)

Identifiers—*Regional Differences, United States

Tied to 1970 benchmark figures developed to reflect the 1970 relationship between regional farm population estimates obtained from the Census of Population and the Current Population Survey, this 1975 report on farm population estimates is derived from a probability area sample of the 48 conterminous States, consisting of approximately 17,000 area segments providing information on about 25,000 farm households. Presented via narrative and tabular data, this report includes: U.S. farm population by regions and divisions, April 1975 and 1970; U.S. farm population and components of farm population change by regions and divisions, April 1974-75; annual averages of components of farm population change and rate of net migration for the U.S. by regions and divisions, April 1970-75; net out-migration from the farm population, 1920-75; and farm population and migration, 1920-75. Among the more pertinent data presented are: the number of persons living on U.S. farms averaged 8,864,000 in the 12-month period; the 1975 farm population was 850,000 or 8.7% less than in 1970; for the 1970-75 period, the average net loss to the farm population via migration or reclassification of residence was about 200,000 or 2.1% annually; both the number of net outmovers and the rate of outmovement for 1970-75 were substantially less than in other recent periods; while the South continued to have a heavy loss of farm population, the West was estimated to have increased by 5%. (JC)

ED 141 037

RC 009 983

Emerson, Robert D.

Migration and the Cost of Unemployment Insurance Protection for Agricultural Workers.
 Bulletin 760(Technical); NE-58 Research Bulletin, October 1973.

Florida Univ., Gainesville. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.; Department of Labor, Washington, D.C.

Pub Date Oct 73

Contract—UIS-72-2

Note—80p.; Some parts may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Agricultural Laborers, *Cost Effectiveness, Economic Factors, Estimated Costs, Farm Labor Supply, Fringe Benefits, Insurance Programs, *Interstate Workers, Labor Force, Man Days, Migrant Employment, *Migrant Workers, Migration, *Program Costs, Tables (Data), *Unemployment Insurance, Wages, Workmans Compensation
 Identifiers—United States (Northeast)

The study examined the effect on the cost of extending unemployment insurance protection to agricultural workers if interstate workers reduced their migration for employment as a result of such a program. There were 50,425 migrants in 14 states who had agricultural employment earnings in more than one state during a 52-week period. Two sets of adjustments were made on workers eligible for unemployment insurance benefits on the basis of agricultural coverage if they were not already eligible by previously covered nonfarm employment: 50% reduction and 100% reduction in interstate weeks of employment. Workers whose employment histories were adjusted had as nearly as possible 50% and 100%, alternately, of their interstate employment deleted to stimulate the phenomenon under study. If deleted, a job was deleted in its entirety. Similarly, no job was deleted which made a worker ineligible for benefits. The effective reductions in interstate employment when taken over all migrant workers were 20% and 71% for the two reductions, respectively. With no changes in migratory work histories, the extension of unemployment insurance coverage to employers with one or more workers in 20 or more weeks or a high quarterly payroll of \$1,500 or more resulted in a cost rate of 4.78 for migrants separately and 2.95 for all agricultural workers taken together. This rate taken over all workers increased to 3.79 after the 50% reduction and to 6.15 after the 100% reduction. Average earnings plus benefits for migrants were \$3,534. (Author/NQ)

ED 141 038

RC 009 984

Polopolus, Leo Emerson, Robert D.

Florida Agricultural Labor and Unemployment Insurance. Bulletin 767, January 1975.

Florida Univ., Gainesville. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Jan 75

Note—64p.; Some parts may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Age, *Agricultural Laborers, Blacks, Caucasians, *Cost Effectiveness, Economic Factors, Employers, Ethnic Origins, Farm Labor, Insurance Programs, Labor Force, Marital Status, *Migrant Workers, Organization, *Program Costs, State Surveys, Tables (Data), *Unemployment Insurance, Wages, Workmans Compensation

Identifiers—*Florida

During the fall and winter of 1970-71, 2,200 agricultural employers and 2,500 workers were surveyed in Florida to determine the cost of extending unemployment insurance to agriculture. Average payroll data per employer were obtained for farm and nonfarm agricultural employers by type of ownership, economic class, and type of farm. Workers were described by sex, age, education, marital status, ethnic origin, and migratory status. Some possible effects of an unemployment insurance program on the migration of workers were analyzed. The employers in the survey had an average gross payroll of \$45,822 and an average of 65 workers. Only 83 employers were corporations with more than 10 stockholders. The largest group of employers (1,491) were operators of fruit and nut farms, representing a \$76 million payroll. Large employers, i.e., corporations with 10 or more stockholders or those with sales of \$40,000 or more, were less sensitive to changes in the coverage criteria than all employers taken together. Of the agricultural workers, 56% were black, 33% were white, 26% were migratory workers, and 60% had an 8th grade education or less. The average number of weeks worked by agricultural workers was 46, and average hired earnings were \$3,674. Migrants, blacks, and women were somewhat more likely to be actual beneficiaries than their respective counterparts. The average weekly benefit amount for actual beneficiaries was \$34.70 with an average duration of 9.6 weeks. (Author/NQ)

ED 141 039

RC 009 985

Godfrey, Robert

A Review of Research and Evaluation Literature on Outward Bound and Related Educational Programs.

Pub Date 8 Oct 74

Note—22p.; Paper presented at the Conference on Experiential Education (Estes Park, Colorado, October 8-11, 1974); Parts may be marginally legible due to small print of the original document

Available from—Colorado Outward Bound School, 945 Pennsylvania Street, Denver, Colorado 80203 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activity Learning, Affective Behavior, Delinquents, *Educational Programs, Educational Research, *Evaluation, *Literature Reviews, Maturation, Measurement, Organizational Change, *Outdoor Education, Personality Studies, Program Evaluation, Psychological Studies, *Research, Self Concept, *State of the Art Reviews, Urban Youth, Validity
 Identifiers—*Experiential Learning, Outward Bound

The paper presents a rapid scanning of the state of the art of research and evaluation of Outward Bound and related educational programs. Initial comments outline criteria for assessing internal and external validity of studies. Distinctions are made between research, evaluation, measurement, judgement, and public relations. The work of Rosen, Hutchinson, Scriven, and Stake is recommended as important background reading for those interested in the evaluation of Experiential Education programs. Summary of existing work is presented in five categories: (1) studies of Outward Bound programs, (2) studies of related educational programs, (3) studies of programs for urban youth and delinquents, (4) non-empirical studies, and (5) recent work. The

29 works deal with strengthening self-image, social functioning, changing self-concept, changes in personality and values, tolerance of others, the roles of counselors, changes in the home environment, self-awareness, dropouts, organizational change, parent relationships, college ambition, race relations, value of education, recidivism rate, consequences of aggression, the American Indian world view and Outward Bound, affective goals, and student's stability. (Author/NQ)

ED 141 040 RC 009 986

Cook, James B.

Identification of Leadership and Pictures of the Power Structure.

Pub Date Apr 76

Note—16p.; Paper prepared for the National Rural Development Leaders School (Lake Harmony, Pennsylvania, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Change Strategies, *Decision Making, Essays, *Leadership, *Models, *Power Structure, *Rural Development, Rural Urban Differences, Theories

Presenting models describing a monolithic power structure, a pluralist power structure, and variations of these, this paper asserts that the monolithic power structure traditionally associated with rural areas is no longer valid for rural development. It is suggested that the following decision making mandate would serve as a better touch stone when considering leadership in rural development: "the mandate is for participation, not direction...and the message obviously not yet heard by the leaders surveyed, is that people want to be included and informed, not managed and ignored". Maintaining that "powerful is not the same as competent", this paper builds the following argument: in complex matters, nobody knows and nobody can do all that is needed; therefore, edict management is out, and since our systems today work in a way that everybody is not dependent on a few, interdependence is the key relationship; complex operations require diffuse competence, so looking for leaders may be a good deal less productive than looking for and using a variety of people with many different abilities, experiences, interests, and styles so that a system can be developed that includes all the necessary competencies; the democratic process is the best way to put together all that is needed to give good direction to development, because democracy is a good protection from the threat that some segment of society will be allowed to do the wrong things very efficiently. (JC)

ED 141 041 RC 009 987

Community Report Card.

Rural Development Service (DOA), Washington, D.C.

Pub Date: Nov 72

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agency Role, *Community Development, Conservation (Environment), *Economic Development, Education, Evaluation, *Facilities, *Guides, Health, Housing, *Human Development, Leadership, Natural Resources, Recreation, *Rural Development, Social Services, Transportation

Designed to facilitate rural development efforts, this pamphlet presents a grading key for ranking community factors in each of four key areas of progress as follows: (1) People Building (education, health services, cultural satisfaction, outreach to the disadvantaged, and leadership); (2) Community Facilities (housing, transportation, utilities, and public services); (3) Environmental Improvement (conservation, recreation, and community initiatives); and (4) Economic Development (jobs, business and industry, credit, and natural resources). Additionally, this guide provides instructions for creating a community action plan, suggesting that a graphic community profile be developed; opinions regarding the profile be shared; the community needs be identified and prioritized; tasks be assigned to community representatives; a steering committee be formed; and an action group be established to secure help from such U.S. Department of Agriculture agencies as Cooperative Extension Service, Farmers Home Administration, Rural Electrification Administration, Forest Service, Soil Conservation Service, and Agricultural Stabilization and Conservation Service. (JC)

ED 141 042 32 RC 009 988

Huss, John D. And Others

Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume I: Executive Summary.

Lewis (D. A.) Associates, Inc., Clinton, Md.

Spons Agency—Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date May 77

Note—81p.; Related documents include RC 009 988-90

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Achievement, Affective Behavior, Cognitive Development, Comparative Analysis, Demography, Economic Factors, *Educational Assessment, Elementary Secondary Education, Futures (of Society), Mexican Americans, *Migrant Education, *Needs Assessment, Population Trends, Program Effectiveness, Program Planning, Psychomotor Skills, Self Concept, Social Influences, Socioeconomic Influences, *State Programs, *Student Needs

Identifiers—*Arizona, Florida

The project provided the Arizona Migrant Child Education Program with the information needed to determine whether and to what extent the educational needs of Arizona's 10,000 migrant children were met by present educational programs. Examined were the population trends and characteristics, the educational assessment, the programs affecting the migrant families, and the relationship between societal conditions and the identified needs of migrant students in 1980. Data were obtained through on-site surveys of 233 migrant families, a battery of tests administered to 625 students, and interviews with 15 program administrators. This report summarizes the results, advances an action plan for meeting the needs of migrant students, and compares the results to those of an almost-identical study conducted in Florida. Findings included: the Arizona-based migrant farmworker workforce was predominantly Mexican American, with Other White being the second largest group; migrant students more often had economic needs and communication problems interfering with their education; deficiencies in the migrant student's achievement, though pronounced at age 7, became greater as he progressed through school; the 7- and 13-year-old migrants experienced the greatest deficiency in gross and fine motor development; former migrant students had a significantly greater likelihood of repeating a grade than nonmigrants; and Career Problem Solving was the only scale for which migrant students performed better than former migrant students. (NQ)

ED 141 043 32 RC 009 989

Huss, John D. And Others

Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume II: Migrant Population and Programs - Characteristics and Trends.

Lewis (D. A.) Associates, Inc., Clinton, Md.

Spons Agency—Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date May 77

Note—178p.; Related documents include RC 009 988-90

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Agricultural Laborers, Comparative Analysis, Demography, Economic Development, Educational Needs, Employment Trends, Enrollment, Environmental Influences, Expectation, *Futures (of Society), Interstate Workers, Legislation, *Migrant Education, *Migrant Workers, *Needs Assessment, Political Influences, *Population Trends, Program Content, Program Effectiveness, Social Indicators, *Socioeconomic Influences, Technological Advancement

Identifiers—*Arizona

Arizona's migrant farmworker population was examined to determine the recent changes in its demographic characteristics, and changes in worker characteristics that could be anticipated

by 1980 and their implications for educative and supportive services to migrant children between 1977 and 1980. Information was also obtained on migrant student enrollment patterns; farmworker mobility; the impact of agricultural technology on migrant farmworkers; the political and environmental factors which have an impact on migrants; public programs affecting migrant families; the difficulties encountered by the programs in implementing their plans; general difficulties encountered in the areas of health, housing, legal and economic security, employment, and training; suggested legislation that may help eliminate some of the difficulties; and the relationship between societal conditions and the identified needs of migrant students in 1980. Data analyses included a content analysis of voluminous materials on the programs affecting migrant families; and a Delphi exercise on societal conditions in 1980 involving 9 expert consultants in 3 interactive rounds. Findings included: migrants suffered particularly from lack of communication skills; there was a lack of a career ladder within agriculture for migrants; children were remaining in school for significantly longer periods; and larger families were more likely to remain active in migrant agriculture. (NQ)

ED 141 044 32 RC 009 990

Huss, John D. And Others

Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume III: Educational Assessment.

Lewis (D. A.) Associates, Inc., Clinton, Md.

Spons Agency—Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date May 77

Note—202p.; Related documents include RC 009 988-90

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, Age, Career Planning, Cognitive Development, *Comparative Analysis, *Educational Assessment, Elementary Secondary Education, Mexican Americans, *Migrant Children, *Migrant Education, Motor Development, Needs Assessment, Physical Fitness, Psychomotor Skills, Reading Ability, Self Concept, Sex Differences, Socioeconomic Background, Statistical Data, *Student Needs

Identifiers—*Arizona, *Nonmigrants

The study focused on defining the needs of migrant and former migrant students where "need" was defined as a difference between their performance and that of nonmigrant students. Migrant students' needs were assessed in seven domains of development—background, social, ability, self-concept, achievement, gross motor, and fine motor. During January 1977, 625 students in 9 schools were administered the Boehm and Culture Fair tests, the Self-Observation Scales, Metropolitan Readiness Test, Iowa Test of Basic Skills, Test of Academic Progress, and Career Maturity Inventory. Information for the background and social domains was obtained through the teacher responses on the Student Information Forms; the Gross and Fine Motor proficiency were both ascertained from the Physical Fitness Survey. Analyses were performed for 5, 7, 10, 13, and 16 year olds, for males and females, and for migrants, former migrants, and nonmigrants. Findings included: economic needs and communication problems interfered with education more often for migrant students than for nonmigrant students; migrant students scored lower on explosive power at age 7, cardiovascular endurance at age 13, dynamic arm strength at age 13, and hand-eye coordination at ages 7 and 13; former migrant students repeated one or more grades more often than nonmigrant students; and former migrant students had significantly lower reading and mathematics scores than nonmigrant students. Statistical analyses of teacher responses and test results, and descriptions of the instruments used are appended. (NQ)

ED 141 045 RC 009 991

Hildebrand, Alice S., Comp.

Statistics Concerning Indian Education, Fiscal Year 1974.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Office of Education Programs.

Pub Date 74

Note—46p.; Not available in hard copy due to small print size of original document. For related documents, see ED 096 094; RC 009 992-3.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Agency Role, *American Indians, Average Daily Enrollment, Boarding Schools, Census Figures, Day Schools, Dormitories, *Elementary Secondary Education, *Enrollment, Federal Legislation, Graduates, *Higher Education, Programs, School Construction, Schools, *Statistical Data, Tables (Data), Tribes

Identifiers—*Bureau of Indian Affairs, Contract Schools, Elementary Secondary Education Act, Johnson O Malley Act

Presenting statistical data on the 1974 Bureau of Indian Affairs (BIA) operated schools, this publication is comprised of the following tabular data: (1) school census by BIA area and agency; (2) number of BIA schools operated, by type (day and boarding schools); (3) enrollment and average daily attendance by BIA area; (4) BIA boarding school enrollment and average daily attendance; (5) BIA day school enrollment and average daily attendance; (6) BIA dormitory enrollment and average daily attendance; (7) BIA school enrollment by grade and area; (8) BIA school completions and graduates by area; (9) BIA school enrollment by degree of Indian blood; (10) BIA school enrollment by tribe; (11) BIA school construction summary by area; (12) activities under the Elementary and Secondary Education Act, Public Law 89-10 (ESEA); (13) BIA higher education programs; (14) Johnson-O'Malley enrollments; (15) enrollments in schools contracted for operation by American Indian groups; and (16) BIA adult education programs and state funded programs for American Indian adults. A statistical fact sheet summarizing 1974 BIA school data is also presented, indicating a 1974 enrollment of 52,908 students aged 5 to 18 with an average daily attendance of 42,096.3, high school graduates numbering 1,566, 8th grade completions numbering 2,631, and post-graduate completions or placements numbering 357. (JC)

ED 141 046

RC 009 992

Pierce, Tonieta, Comp.

Statistics Concerning Indian Education, Fiscal Year 1975.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Office of Education Programs.

Pub Date 75

Note—47p.; Not available in hard copy due to small print size of original document. For related document, see ED 096 094; RC 009 991 and RC 009 993

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Agency Role, *American Indians, Average Daily Enrollment, Boarding Schools, Census Figures, Day Schools, Dormitories, *Elementary Secondary Education, *Enrollment, Federal Legislation, Graduates, *Higher Education, Programs, School Construction, Schools, *Statistical Data, Tables (Data), Tribes

Identifiers—*Bureau of Indian Affairs, Contract Schools, Elementary Secondary Education Act, Johnson O Malley Act

Presenting statistical data on the 1975 Bureau of Indian Affairs (BIA) operated schools, this publication is comprised of the following tabular data: (1) school census by BIA area and agency; (2) number of BIA schools operated, by type (day and boarding schools); (3) enrollment and average daily attendance by BIA area; (4) BIA boarding school enrollment and average daily attendance; (5) BIA day school enrollment and average daily attendance; (6) BIA dormitory enrollment and average daily attendance; (7) BIA school enrollment by grade and area; (8) BIA school completions and graduates by area; (9) BIA school enrollment by degree of Indian blood; (10) BIA school enrollment by tribe; (11) BIA school construction summary by area; (12) activities under the Elementary and Secondary Education Act, Public Law 89-10 (ESEA); (13) BIA higher education programs; (14) Johnson-O'Malley enrollments; (15) enrollments in schools contracted for operation by American Indian groups; and (16) BIA adult education programs and state funded programs for American Indian adults. A statistical fact sheet summarizing 1975 BIA

school data is also presented, indicating a 1975 enrollment of 49,806 students aged 5 to 18 with an average daily attendance of 36,689.5, high school graduates numbering 1,511, 8th grade completions numbering 2,584, and post-graduate completions or placements numbering 287. (JC)

ED 141 047

RC 009 993

Pierce, Tonieta, Comp.

Statistics Concerning Indian Education, Fiscal Year 1976.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Office of Education Programs.

Pub Date 76

Note—46p.; Not available in hard copy due to small print size of original document. For related documents, see ED 096 094; RC 009 991-2

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Agency Role, *American Indians, Average Daily Enrollment, Boarding Schools, Census Figures, Day Schools, Dormitories, *Elementary Secondary Education, *Enrollment, Federal Legislation, Graduates, *Higher Education, Programs, School Construction, Schools, *Statistical Data, Tables (Data), Tribes

Identifiers—*Bureau of Indian Affairs, Contract Schools, Elementary Secondary Education Act, Johnson O Malley Act

Presenting statistical data on the 1976 Bureau of Indian Affairs (BIA) operated schools, this publication is comprised of the following tabular data: (1) school census by BIA area and agency; (2) number of BIA schools operated, by type (day and boarding schools); (3) enrollment and average daily attendance by BIA area; (4) BIA boarding school enrollment and average daily attendance; (5) BIA day school enrollment and average daily attendance; (6) BIA dormitory enrollment and average daily attendance; (7) BIA school enrollment by grade and area; (8) BIA school completions and graduates by area; (9) BIA school enrollment by degree of Indian blood; (10) BIA school enrollment by tribe; (11) BIA school construction summary by area; (12) activities under the Elementary and Secondary Education Act, Public Law 89-10 (ESEA); (13) BIA higher education programs; (14) Johnson-O'Malley enrollments; (15) enrollments in schools contracted for operation by American Indian groups; and (16) BIA adult education programs and state funded programs for American Indian adults. A statistical fact sheet on BIA schools is also presented, indicating 216,168 Indian children (5 to 18 years) were enrolled in BIA schools (74 boarding schools, 114 day schools, and 16 dormitories) and that there were 1,400 high school graduates and 285 post-graduate completions and placements in 1976. (JC)

ED 141 048

RC 009 994

The Adequacy of Health Care Among the Indian and Spanish Populations in Polk, Lincoln, Benton, Linn and Southwestern Portion of Marion Counties. A Public Opinion Perspective.

GMA Research Corp., Portland, Oreg.

Spons Agency—Chicano-Indian Study Center of Oregon, Monmouth; Oregon Univ., Portland. Medical School.

Report No—GMA-74-255P

Pub Date 23 Jul 75

Note—176p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Age, *American Indians, Census Figures, Communication Problems, Delivery Systems, Financial Problems, Geographic Location, Health Facilities, Health Insurance, *Health Needs, *Health Services, Income, Medical Services, Medical Treatment, *Needs Assessment, Public Opinion, Questionnaires, *Spanish Speaking, Statistical Data, Surveys, Transportation, Vocational Education

Identifiers—*Chicano Indian Study Center of Oregon, *Oregon

A bilingual and bicultural organization, CISCO (Chicano-Indian Study Center of Oregon) assists students to escape the poverty cycle through vocational training, academic programs, and general guidance counseling. A major CISCO goal is to provide vocational training in the health care industry in conjunction with a program meeting the health needs of the student population, Chicanos, American Indians, and indigent whites in the immediate vicinity of Adair. Therefore, the per-

ceived health needs of the Spanish and Indian population within the CISCO target area were measured. A public opinion sample survey was conducted in the four county target area—Benton, Lincoln, Linn, and Polk. One respondent from 351 households was interviewed either through door-to-door personal or telephone interviews. Of the 351 respondents, 235 considered themselves Spanish, 113 Indian, and 3 with both Spanish and Indian family members. Findings included: needs most often mentioned were communication-language barrier, transportation to and from medical care, more doctors desperately needed, financial help for low income people, and medical care for the elderly; 40.2% of those interviewed were interested or had someone in their household interested in a program that would train them for a career in the medical field; 20.5% of those interviewed with children required day care during the day which enabled them to be employed or attend educational or training programs; and 47% received financial assistance in paying medical bills while 50.4% did not. (NQ)

ED 141 049

RC 009 995

Johnson-O'Malley Annual Report, Fiscal Year 1972.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 72

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administration, *American Indians, *Annual Reports, *Contracts, Dormitories, *Elementary Secondary Education, Enrollment, Expenditures, Federal Legislation, *Federal Programs, Geographic Location, Organization, Participation, Program Descriptions, School Districts, *State Departments of Education, Statistical Data

Identifiers—*Johnson O Malley Act

Presenting narrative and tabular data re: American Indians and the Johnson-O'Malley Program, this 1972 annual report includes the following: an introduction to the JOM Program; 1972 program participation by states and districts; an historical synopsis of the JOM Program; a map of the JOM administrative areas; a flow chart depicting JOM organization; a list of state directors of Indian education (addresses and phone numbers); a list of area office education (JOM) representatives (names, addresses, and phone numbers); JOM contracts with state departments of education (contract descriptions for Alaska, Arizona, California, Idaho, Michigan, Minnesota, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, South Dakota, Washington, Wisconsin, and Wyoming); JOM program contracts with school districts (contract descriptions for Colorado, Florida, Iowa, Kansas, Mississippi, Oregon, and Utah); JOM contracts for peripheral dormitories; an appendix (statistical data re: total JOM supported enrollment, total JOM expenditures, and total JOM expenditures and enrollment; JOM Act of April 16, 1934 as amended by the Act of June 4, 1936; excerpts from Public Law 81-874 relevant to the public school education of American Indians; JOM student statistical summary report for fiscal years 1966 through 1972; and school district analysis, 1971-72). (JC)

ED 141 050

RC 009 996

Fernandez, Edward, Comp. And Others

Persons of Spanish Origin in the United States: March 1976. Population Characteristics, Current Population Reports.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Report No—Series P-20-310

Pub Date Jul 77

Note—74p.; Related documents include ED 119 940, ED 135 565. Not available in hard copy due to small print size of original document. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Series P-20, No. 310; \$1.55)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Age, *Census Figures, Cubans, *Demography, Economic Factors, Employment, *Ethnic Origins, Family Characteristics, Income, Marital Status, Mexican Americans, National Surveys, *Population Trends, Puerto Ricans, Residential Patterns, *Socioeconomic Status, *Spanish Speaking

In March 1976, there were 11.1 million persons of Spanish origin in the United States. These included 6.6 million persons of Mexican origin, 1.8 million of Puerto Rican origin, about 700,000 of Cuban origin, and about 2.1 million of Central or South American and other Spanish origin. This report provides a statistical description of the social, economic, and demographic characteristics of the Spanish origin population in the United States. The information is compiled from data collected in the March 1976 Current Population Survey. Information is given on the total U.S. population, and the Spanish origin population and its subcategories (Mexican, Puerto Rican, Cuban, Central or South American, and other Spanish origin). Supplemented by text tables and graphs, the report includes information on size, composition, age, sex, marital and family status, education, employment, occupation, income, and other characteristics of these populations. The source and reliability of the estimates are discussed. (NQ)

ED 141 051 RC 009 997
Gaumnitz, W. H.

Are the One-Teacher Schools Passing? 18 Years of History. Pamphlet No. 92.

Office of Education (DHEW), Washington, D.C. Pub Date 40

Note—21p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, *Educational Trends, Elementary Secondary Education, Enrollment, History, *One Teacher Schools, Ratios (Mathematics), *Rural Schools, *Small Schools, *State Surveys, *Statistical Data, Students, Teachers

Based upon data derived from U.S. Office of Education biennial reports, this pamphlet presents statistical information on the changing status of the one-teacher school (1918-36) for purposes of determining the extent to which these schools have been eliminated, the rate of that elimination in recent years, and the trends of the future. Specifically, this publication documents: (1) the number of one-teacher schools by states; (2) percentages of one-teacher schools by states for successive bienniums based upon the number of such schools in 1918; (3) the number and percentage of public school children estimated to be attending one-teacher and two-teacher rural schools in 1934-35 by state; (4) percentages showing the ratios of the number of teachers in one-teacher schools to the total number of teachers in all schools; and (5) percentages showing the ratios of the number of one-teacher schools to the total number of schools. Among the more significant statistics presented are: for the nation as a whole, the number of one-teacher schools was reduced by 65,000 between 1918-36, having decreased in all states; by 1936 the national percentage of one-teacher schools had dropped to 15.2% as compared to 31% in 1918; for the nation as a whole, nearly 10.9% of the children were attending one-teacher schools in 1934-35 and 5.1% attending two-teacher schools. (JC)

ED 141 052 RC 009 998
Covert, Timon

Educational Achievements of One-Teacher and of Larger Rural Schools. Bulletin, 1928, No. 15.

Office of Education (DHEW), Washington, D.C. Pub Date 28

Note—28p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Comparative Analysis, Cursive Writing, Elementary Secondary Education, *Mathematics, *One Teacher Schools, *Reading, *Rural Schools, *Small Schools, Spelling, Standardized Tests, State of the Art Reviews, State Surveys, Synthesis

Synthesizing the results of many studies (prior to 1928) regarding academic achievement in one-teacher and larger rural schools as measured by standardized tests, this U.S. Office of Education bulletin presents comparative statistics for reading, arithmetic, spelling, and handwriting. Specifically, this bulletin includes data (taken from the largest type of rural school included in the survey reports reviewed and compared with one-teacher schools in those reports) re: reading scores of pu-

pils in rural schools of 20 states and of Logan County, Ohio (rate scores by grades in both consolidated and 1-teacher schools); reading abilities of Indiana pupils in terms of grade standards; median reading scores of Arizona pupils; reading abilities of pupils in 6 different states and arithmetic abilities in the same 6 states (Kansas, Kentucky, New York, Oklahoma, Texas, and Virginia); arithmetic scores for St. Albans Township, Licking County, Ohio; median spelling scores in 5 states (Ashbaugh Scale and Buckingham's Extension of Ayers Scale); median spelling scores in Wisconsin; spelling scores in Spokane County, Washington; median handwriting scores in 4 states; comparisons of teaching results in certain content and other subjects (history, geography, composition, and English). Generally, the results presented here indicate that students in larger rural schools achieve better academically than those trained in one-teacher schools. (JC)

ED 141 053 RC 009 999
Gaumnitz, Walter H.

Status of Teachers and Principals Employed in the Rural Schools of the United States. Bulletin, 1932, No. 3.

Office of Education (DHEW), Washington, D.C. Pub Date 32

Note—127p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Personnel, Blacks, Caucasians, Comparative Analysis, Educational Trends, *Experience, Maturation, One Teacher Schools, Preservice Education, Racial Differences, *Rural Schools, Rural Urban Differences, *Salaries, *Status, *Teachers, Teaching Experience

Based upon 1929-30 school year data gathered via questionnaires similar to those used in previous studies, this study presents statistical information on the status of teachers and administrators in rural schools (open-country schools or schools in towns and villages of fewer than 2,500 operating under a county superintendent). Specifically, this report includes the following statistical information: the present salary status of rural school teachers (salaries of white teachers employed in rural schools; salaries of Negro teachers employed in rural schools; salaries of principals in charge of rural schools for whites; salaries of principals in charge of rural schools for Negroes; salary trends in the rural schools; and salaries and salary trends of teachers in rural schools compared to those in urban schools); length of school term taught by teachers in rural schools; the educational status of the workers in rural schools (preservice preparation of rural teachers and preservice preparation of the principals in charge of the rural schools); experience status of persons employed in the rural schools (teaching experience of teachers of rural schools and the professional experience of the principals in charge of rural schools); the maturity status of the teachers of rural schools. (JC)

ED 141 054 RC 010 000
Cook, Katherine M. And Others

Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas. Being Chapter V of Volume I of the Biennial Survey of Education in the United States: 1934-36. Bulletin, 1937, No. 2 (Advance Pages)

Office of Education (DHEW), Washington, D.C. Pub Date 37

Note—74p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Centralization, Curriculum Development, *Development, *Education, Educational Administration, Educational Trends, Elementary Secondary Education, History, *Organization, *Rural Areas, Rural Urban Differences, Staff Improvement, Standards, *State Aid, *State of the Art Reviews, Teachers, Transportation

Presenting narrative and tabular data from a state of the arts orientation, this 1937 U.S. Office of Education bulletin reviews the educational situation in rural and other sparsely populated areas and describes major rural educational developments since 1928. Specifically, this bulletin details the following: (1) the significance of education in sparsely settled communities (number and percent of rural public schools by

type; trends in number and percent of children attending various types of public rural schools; teachers in different types of public rural schools; and teachers' salaries and other financial aspects of public rural and urban schools); (2) the state and the rural schools (school support in sparsely settled areas; the state and improvement of instruction via curricular reorganization; general pattern for curriculum construction showing core areas of group culture and subject matter for five trunk lines of curriculum activities; staff improvement trends in the supervision of rural instruction; and standards); (3) organization for local administration and support (present status of local administrative units; recent developments; surveys preliminary to the establishment of local administrative units; local school units project; transportation; and the central rural school district); (4) some newer practices in education outside cities (school buildings; forums in rural communities; and provisions for exceptional children). (JC)

ED 141 055 RC 010 001
Covert, Timon

Rural School Consolidation. A Decade of School Consolidation with Detailed Information from 105 Consolidated Schools. Pamphlet No. 6, June 1930.

Office of Education (DHEW), Washington, D.C. Pub Date Jun 30

Note—34p.; Not available in hard copy due to small print of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, *Consolidated Schools, *Costs, *Educational Change, Educational Trends, National Norms, One Teacher Schools, Recognition, *Rural Schools, *Small Schools, State Aid, State of the Art Reviews, *Statistical Data, Transportation

Divided into 2 parts, this U.S. Office of Education bulletin presents: comparative data re: growth in the movement toward consolidation of rural and small schools between 1918 and 1928 with factors affecting this movement; and a description of the consolidated school of 1926-27 based on medians obtained from data supplied by 105 representative consolidated schools. The 1918-1928 comparative statistics presented include: number of 1-room and consolidated schools by states; decrease in number of 1-teacher schools with an estimate of future decreases (to 1938); and enrollment in consolidated schools in 17 states vs total public school enrollment. Data cited re: factors influencing the consolidation movement include: increasing demands on the school; official encouragement; state aid; and roads and improved transportation (number of pupils transported vs amount spent). In summary, this bulletin indicates that during this 10-year period the consolidation movement showed considerable "progress" with the number of large, rurally centralized schools increasing significantly and the concept of centralization being afforded the kind of official recognition that permitted expenditure of public funds for pupil transportation. Characteristics presented for the typical consolidated school include: teacher training; valuations and income; school grounds; type of school organization; sources and amount of revenue; and percent of pupils transported and transportation costs. (JC)

ED 141 056 RC 010 002
Gaumnitz, Walter H.

The Smallness of America's Rural High Schools. Bulletin, 1930, No. 13.

Office of Education (DHEW), Washington, D.C. Pub Date 30

Note—82p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Costs, Curriculum, Educational Facilities, Educational Needs, *Educational Opportunities, *Educational Quality, High Schools, Problems, *Rural Schools, School Personnel, *Secondary Education, *Small Schools, State of the Art Reviews, Statistical Data

Presenting U.S. Office of Education biennial data derived from questionnaires sent to 18,157 high schools out of a known 21,700 in operation during the 1925-26 school year, the major portion of this study is limited to schools located in open country, villages, or towns of fewer than 2,500 in population (a total of 14,143 schools

with an aggregate enrollment of 1,080,006). The first part of this study is concerned with describing: how many rural high schools there are in the various states in 1925-26; how small these schools are; how many years of work these schools offer; how these schools are organized; and to what extent high school opportunities are available to rural youth in 1925-26. The second part of this study attempts to call attention to some of the major problems inherent in the smallness of rural high schools and to cite some of the outstanding plans proposed and experiments in progress re: solutions to these problems. Summarizing the situation, this bulletin asserts: the secondary education of the child attending the rural or small high school is in most cases circumscribed by an untrained and overburdened staff; it is limited to a narrow and maladjusted program of educational activities; it is handicapped by the meagerness or the entire absence of educational equipment; and the number of pupils is so small that it is impossible to furnish at reasonable costs a quality of secondary education commensurate with social need. (JC)

ED 141 057 RC 010 003
Annual Rural Manpower Services Report. Texas Rural Manpower Services 1976 Annual Report.
 MA5-79.

Texas Employment Commission, Austin.

Report No.—MA5-79

Pub Date 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agricultural Laborers, Agricultural Trends, Annual Reports, Crew Leaders, *Employment Programs, *Employment Services, Employment Trends, Industrialization, Interstate Workers, Manpower Utilization, *Migrant Workers, Public Relations, Rural Development, Rural Farm Residents, *Rural Population, *Seasonal Laborers

Identifiers—*Texas

Effective February 1976, the Rural Manpower Services Department was integrated totally with the Placement Department, thus removing any rural/urban separation of services. This new concept allowed the provision of equal services to all segments of the work force. Continuing emphasis was placed on providing manpower services to rural residents with special emphasis to migrant and seasonal farmworkers. To strengthen services to migrant and seasonal farmworkers, an additional monitor/advocate was assigned to the Employment Service Director's staff. This 1976 annual report presents information on meetings attended, staff training programs, the impact of rural industrialization and related developments, the impact of agricultural mechanization and changing production techniques, agricultural and farm employment trends, services for rural people, Rural Manpower programs and activities for farmworkers, crew leader registration, annual worker plan and clearance, Rural Manpower Services participation in community development activities, selected data on farm placement operations, composition of interstate farm migrant groups, interstate seasonal agricultural clearance activities, and statewide seasonal farm employment. Attached is a copy of the Farm Labor Bulletin which provides general information on the surplus labor, future needs, and local crop conditions around the state. (NQ)

ED 141 058 RC 010 006
 Miller, Robert W.

An Approach to Evaluation of Rural Development Act Title V Programs. Northeast Regional Center for Rural Development Publication 11, February 1976.

Northeast Regional Center for Rural Development, Ithaca, N.Y.

Pub Date Feb 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Concept Formation, Delivery Systems, Facilities, *Federal Legislation, *Guides, *Land Grant Universities, Measurement, *Models, Organization, Planning, Program Design, Program Development, *Program Evaluation, *Rural Development, Social Services

Identifiers—*Rural Development Act 1972 Title V

Presenting suggestions for conceptualizing Rural Development Act Title V program evaluations, this paper focuses upon a five-level pro-

gram outcomes model which encompasses a causal sequence of anticipated shortrun, intermediate, and longrun outcomes. Examples of possible Title V measurement foci are presented for each of five outcome levels as follows: (1) development of the program plan (organization of responsibility within the land grant university; creation of an advisory group; and creation of a program design); (2) organization of the program delivery system (establishment of a formal organizational structure; involvement of extra-university institutions and agencies; involvement of a range of university departments; and creation of new research-extension relationships); (3) program operations (initiation of direct services to rural people; organization of citizens' groups; creation of specific plans or proposals for development of projects; preparation of publications and educational materials; development of training courses; and conduct of research studies); (4) establishment of new facilities, services, etc. (creation of new community delivery systems; improvement of rural housing, transportation, etc; establishment of new regulations; and development of new job and/or income producing opportunities); (5) improvement in the quality of rural living (personal well-being; satisfying employment and increased income; a more healthful and satisfying rural environment; and wider material and cultural opportunities). (JC)

ED 141 059 95 RC 010 012
Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 77

Contract—400-75-0025

Note—59p.; For related document, see ED 125 807

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, Citation Indexes, *Educational Alternatives, *Educational Research, *Educational Trends, Enrollment Trends, Higher Education, Primary Education, *Rural Areas, School Districts, School Size, *Small Schools, Subject Index Terms

Identifiers—*Western States Small Schools Project

Compiled to provide access to some of the latest resource materials, research findings, and/or developments in small school education, this annotated bibliography supplements three previous bibliographies which in conjunction with four others published under the title "Rural Education and Small Schools" provides cumulative coverage. Section I of this bibliography contains 26 citations taken from the April 1976 through May 1977 issues of "Resources in Education" (RIE). Each RIE entry includes an Educational Resources Information Center (ERIC) accession number, publication date, title, author(s), descriptors, identifiers, descriptive note, and an abstract. Derived from the April 1976 through May 1977 issues of "Current Index to Journals in Education" (CUE), Section II includes 15 citations with information comparable to that found in the RIE entries and annotations when necessary. Sections III and IV present an RIE/CUE subject index and a list of previous small school bibliographies, while Sections V and VI present a descriptive listing of all ERIC Clearinghouses and ordering information, respectively. Including program descriptions, research reports, and numerous other publication types, this bibliography reveals recent emphasis in the following subject areas: educational trends; enrollment trends; educational alternatives; higher education; primary education; rural areas; and school districts. (JC)

ED 141 060 RC 010 013
 White, Donald J., Comp.

Rural Development: A Pilot Project in Clinton County, New York.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.: State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date 77

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, *Community Development, Employment Opportunities, Higher Education, Housing, Income, Natural Resources, Neighborhood Centers, *Pilot Projects, *Program Descriptions, *Research and Development Centers, *Rural Development, Skill Development, Social Services, Surveys, Transportation

Identifiers—*New York (Clinton County)

Focusing upon Clinton County, New York and the numerous programs sponsored by the New York State Rural Development Advisory Council in conjunction with the New York State College of Agriculture and Life Sciences (Cornell) via Rural Development Act Title V funds, this publication describes January 1974 through June 1976 program development in terms of county needs, program action, and program progress. The County's needs and the resulting programs addressed here include: (1) a basic skills education project to increase job opportunities (Higher Education Living Learning Opportunity); (2) inadequate housing (a project to assist residents in upgrading housing via an educational program); (3) a means by which rural people can make marginal additions to their income (development of Clinton County Farmers Market); (4) lack of a Clinton County resource inventory for development decision making (development of maps, overlays, and related natural resource data for all constituent towns); (5) community development centers to provide services and amenities to rural communities (development of a management training program, a skills index for job placement, and agency outreach days); (6) information regarding service access patterns (initiation of a crossroads survey); (7) information re the interrelationships of natural resource development (initiation of a study of 25 economic sectors in order to assess the interrelationships of major U.S. economic sectors). (JC)

ED 141 061 RC 010 015
 Tweeten, Luther Brinkman, George L.

Microlocal Development: Theory and Practice of Greater-Rural Economic Development.

Pub Date 76

Note—456p.

Available from—Iowa State University Press, Ames, Iowa 50010 (\$20.00)

Document Not Available from EDRS.

Descriptors—Books, Community Resources, Community Services, Decision Making, Economically Disadvantaged, *Economic Development, Feasibility Studies, Financial Support, *Human Resources, Industrialization, Labor Force, Land Use, Models, *Planning, *Policy Formation, *Rural Development, *Theories

Identifiers—*Microlocal Development

Designed to be used as a classroom text, a book of readings, a reference, or a guide to rural development practitioners and decision makers, this book includes both general and sophisticated analyses relative to a comprehensive understanding of rural development fundamentals. Attempting to integrate the literature on microlocal development into a meaningful whole, the chapters in this text are titled as follows: "Microlocal Development in a National Setting"; "Microlocal Development Goals and the Formation of Public Policy"; "Theories of Microlocal Economic Development"; "Human Resources: The Labor Force"; "Human Resources: Economics of Education"; "Human Resources: The Waste of Poverty"; "Community Services and Infrastructure"; "Industrialization"; "Mobilizing Community Resources for Development"; "Introduction to Substate Comprehensive Planning and Land-Use Planning"; "Planning: Formal Economic Models"; "Planning: Feasibility Studies"; "Financing Development"; and "National Growth Policy". (JC)

ED 141 062 RC 010 018
 Kuehn, John P.

Satisfaction with Community Services in Northern West Virginia. Bulletin 649, October 1976.

West Virginia Univ., Morgantown. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—NE-77

Pub Date Oct 76

Note—41p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Attitudes, *Community Services, *Comparative Analysis, Fire Protection, Health Services, Housing, Information Dissemination, Law Enforcement, Neighborhood, Recreational Programs, Road Construction, *Rural Areas, Schools, Transportation
 Identifiers—*Community Satisfaction, Regional Differences, United States (Northeast), *West Virginia (North)

Study objectives were to determine the levels of satisfaction with selected community services in an 11-county area of northern West Virginia (3 representative sites) and to compare these levels to those of 12 other selected sites in the non-metropolitan northeastern United States. A total of 2,141 questionnaires was completed, 295 of which came from West Virginia. The satisfaction items analyzed were: local ambulance; housing situation; local road maintenance; medical services; dental services; local schools; neighborhood; local fire department; local police; sports and recreation programs; telephone service; public transportation; information about local events in local papers, on television, and on the radio. Results indicated: on a 6-point scale ranging from unsatisfied (1) to very satisfied (6), West Virginians averaged 5.04 and regional respondents averaged 4.96; typically, West Virginians were more satisfied with ambulance, medical, dental, telephone services, neighborhoods, public transportation, and information about local events on radio and television; regional respondents tended to be more satisfied than West Virginians with housing, local road maintenance, schools, fire and police departments, sports and recreation programs, and information about local events in newspapers; and West Virginians were most satisfied with neighborhoods, dental services, and radio information. (JC)

ED 141 063

RC 010 020

Howell, Frank And Others

Social Origin and Attitudinal Perception in the Dynamics of Occupational Achievement Orientation.

Mississippi Agricultural Experiment Station, State College.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—USDA (CSRS)-S-81

Pub Date 6 Feb 77

Note—22p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists, (74th, Atlanta, Georgia, February 6-9, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Blacks, Caucasians, *Changing Attitudes, Comparative Analysis, Grade 10, Grade 12, High School Students, Males, *Models, *Occupational Aspiration, Perception, *Racial Differences, *Rural Areas, Socioeconomic Status, *Southern States, Theories

Identifiers—*Place of Residence

In order to assess attitude stability or change and the conceptual framework of Kerckhoff's thesis (1976) that occupational aspirations are specifically affected by "observed structural constraints", data derived from the Southern Youth Study (a male subset from the Alabama, Texas, and Georgia panel comprised of 221 whites and 146 nonwhites, 94% of which were black, and gathered in 1966 and 1968 when the respondents were sophomores and seniors, respectively) were applied to a causal model. Variables employed were race; socioeconomic status of family of origin; residence (rural farm, rural nonfarm; small town, and small city); occupational aspiration in the sophomore year; level of perceived goal-blockage in the sophomore year; and level of occupational aspiration in the senior year. Results indicated: the hypothesized model was supported by zero-order relationships; there was little empirical validity in the path analytic results; the effects of perceived constraints were not significant for either sub-sample in a comparison of the basic model for whites and nonwhites, though the coefficients were much larger for nonwhites than for whites. (JC)

SE

ED 141 064

SE 022 254

Metric Guide for Educational Materials: A Handbook for Teachers, Writers and Publishers.

American National Metric Council, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Note—22p.

Available from—American National Metric Council, 1625 Massachusetts Avenue, N.W., Washington, D.C. 20036 (1-9 copies \$1.25 for subscribers, \$1.50 others; Orders under \$10.00 must be accompanied by payment)

Document Not Available from EDRS.

Descriptors—Elementary School Mathematics, Elementary Secondary Education, *Guides, Instruction, *Mathematics Education, *Measurement, *Metric System, Secondary School Mathematics

Recommendations made by the Educational Materials Sector Committee of the American National Metric Council concerning accepted metric practices are presented in this booklet. Special sections cover metric units and symbols; prefixes; numerals; compound units; weight, mass and force; and pronunciation of metric terms. Lists of most frequently used metric units, SI unit prefixes, SI and non-SI units, and some compound units are provided. A short annotated bibliography on sources for information about the metric system is included. (DT)

ED 141 065

SE 022 300

Erickson, Kathy Baker Sherman, Deborah Fick
 Energy in the Classroom, Vol. I, Activities Guide for K-3.

Virginia State Energy Office, Richmond.

Pub Date Aug 75

Note—38p.; For related documents, see SE 022 301-302

Available from—Virginia Energy Office, 823 East Main Street, Richmond, Virginia 23219 (no price quoted)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Elementary Education, *Energy, Environment, *Environmental Education, *Instructional Materials, Learning Activities, Natural Resources, *Teaching Guides

This booklet is a teacher's guide for teaching about energy, types of energy, sources of energy, and ways to conserve energy. It is designed for students in grades K-3. Included are a variety of activities, sheets that can be copied for handouts, and a bibliography of student references. (RH)

ED 141 066

SE 022 301

Erickson, Kathy Baker Sherman, Deborah Fick
 Energy in the Classroom, Vol. II, Activities Guide for 4-7.

Virginia State Energy Office, Richmond.

Pub Date Aug 75

Note—102p.; For related documents, see SE 022 300-302

Available from—Virginia Energy Office, 823 East Main St., Richmond, Virginia 23219 (no price quoted)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Elementary Education, *Energy, Environment, *Environmental Education, *Instructional Materials, Learning Activities, Natural Resources, *Teaching Guides

This booklet is a teacher's guide for teaching about energy, types of energy, sources of energy, and ways to conserve energy. It is designed for students in grades 4-7. Included are a variety of activities, sheets that can be copied for handouts, and a bibliography of student references. (RH)

ED 141 067

SE 022 302

Erickson, Kathy Baker Sherman, Deborah Fick
 Energy in the Classroom, Vol. III, Activities Guide for 8-12.

Virginia State Energy Office, Richmond.

Pub Date Aug 75

Note—143p.; For related documents, see SE 022 300-301

Available from—Virginia Energy Office, 823 East Main St., Richmond, Virginia 23219 (no price quoted)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Energy, Environment, Environmental Education, *Instructional Materials, *Interdisciplinary Approach, Learning Activities, Natural Resources, *Secondary Education, *Teaching Guides

This booklet is a teacher's guide for teaching about energy, uses of energy, sources of energy, and ways to conserve energy. The activities are designed for secondary school students, grades 8-12. Included are background information, a variety of activities, sheets that can be copied for handouts, and a bibliography of student references. (RH)

ED 141 068

SE 022 343

Allen, Harold Don

"My Mass is 20 kg": Aspects of Canadian and International Progress Toward an SI Way of Life.

Pub Date May 76

Note—23p.; Address before the SI Metric Conference (University of Delaware, Newark, May 4, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, Educational Change, Elementary Secondary Education, Instruction, *International Education, *Mathematics Education, *Measurement, *Metric System, *Speeches

Identifiers—*Canada

This speech, prepared for the SI Metric Conference "Metrication is Everybody's Business" held in Newark, Delaware, describes the extent to which the metric system (SI) has been adopted in Canada. The author provides examples of adoption of SI, mixture of SI with the English system, and areas where the English system is retained. He discusses briefly the role of the government and mentions instances of the role of the Canadian press in the Canadian conversion to the metric system. (SD)

ED 141 069

SE 022 348

Cheek, William Edward

Societal Factors in the Teaching of Chemistry.

Pub Date Nov 75

Note—56p.; Ed.D. Practicum, Nova University; Contains occasional marginal legibility

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Chemistry, *College Science, *Course Content, Curriculum, *Educational Research, Energy, Higher Education, Pollution, Science Education, *Social Problems, Student Opinion

Identifiers—Research Reports

The purpose of this study was to show that societal problems such as energy and pollution should be included as a central and underlying theme in a college chemistry course. A questionnaire was administered to 156 college students in science and technology to determine whether the students felt that they would be more highly motivated in chemistry if the subject matter frequently involved the topics of energy and pollution. Using Chi-square and t-test statistics, it was shown that students of all ages in the study considered energy and pollution to be the most critical of all societal problems included in the questionnaire. Other results of the questionnaire showed that the students were interested in practical applications of chemical principles and that they preferred a laboratory with emphasis on both principles and applications. (MH)

ED 141 070

SE 022 404

Anderson, Jacqueline McDuffie, Thomas E., Jr.
 Consumer-Oriented Laboratory Activities: A Manual for Secondary Science Students.

Saint Joseph's Coll., Philadelphia, Pa.

Pub Date 76

Note—131p.

Available from—Saint Joseph's College Press, Philadelphia, PA 19131 (\$4.00 prepaid)

Document Not Available from EDRS.

Descriptors—Biological Sciences, *Consumer Science, *Instructional Materials, *Laboratory Manuals, Physical Sciences, *Science Activities, Science Education, Secondary Education, *Secondary School Science

This document provides a laboratory manual for use by secondary level students in performing consumer-oriented laboratory experiments. Each experiment includes an introductory question outlining the purpose of the investigation, a detailed discussion, detailed procedures, questions to be answered upon completing the experiment, and

information for further investigations. Topics investigated include: suntan lotions, photography, crystals, anti-freeze, fireproofing clothes, household cleaners, vinegar, antacid tablets, detergents, paints, aspirin, food, milk, coffee, and butter. (SL)

ED 141 071 SE 022 437
Houshelt, Paul B. Trolinger, Ira R.
Games for the Science Classroom. An Annotated Bibliography.

National Science Teachers Association, Washington, D.C.
Pub Date 77
Note—238p.

Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Stock Number 471-14710, \$3.75)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.
Descriptors—Biology, Earth Science, *Elementary School Science, *Elementary Secondary Education, Environmental Education, *Games, *Instructional Materials, Physical Sciences, *Science Education, *Secondary School Science

The purpose of this publication is to provide science teachers with the means to enhance the learning of environment through the use of instructional games. Included are science and science-related games currently available commercially, from individuals or groups of teachers, and from private and public organizations and agencies. Over 100 entries are listed and indexed by content areas, grade levels by content areas, and topics and grade levels. Games are categorized by the following subject areas: biological science, physical science, earth/space science, and general science. Each entry includes the following information: title, grade level, purpose, playing time, number of players, price, developer, source, description, preparation and comments. (Author/RH)

ED 141 072 SE 022 477
Ames, Edward C.

A. F. Ames, Village Schoolmaster. A Memoir. Riverside Historical Museum, Riverside, Ill.
Pub Date Dec 76

Note—24p.; Printed in colored ink which may not reproduce well
Available from—Riverside Historical Museum, The Water Tower, Riverside, Illinois 60546 (\$2.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Biographies, *Educational Philosophy, *History, *Mathematicians, *Mathematics Education, School Superintendents, Teachers, Textbooks

Identifiers—Ames (A F)
This booklet sketches the life, educational theories, and accomplishments of Albert F. Ames (1888-1931). Ames was trained as a mathematician, and served six years as a mathematics teacher in Canada before becoming superintendent of schools in Riverside, Illinois. He co-authored five mathematics textbooks with J. A. McLellan. These texts, revolutionary in their time, were based on theories developed by Dewey and McLellan and shared by Ames. (SD)

ED 141 073 SE 022 488
Gourley, Frank A., Jr.
Metrics Course Outline and Resources. North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date Sep 76
Note—34p.; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Adult Education, *Community Colleges, *Course Descriptions, Curriculum, Higher Education, *Mathematics Education, Measurement, *Metric System, *Resource Guides, Technical Education

This booklet is intended as one resource to be used in teaching the metric system in community colleges and technical institutes or in other types of adult education programs. Beginning with a list of seven objectives, the guide provides a detailed outline for a course organized around these objectives. The seven sections of the course are titled: (1) Orientation to the Metric System; (2) The Metric System; (3) Estimating Metric Quantities (length and mass); (4) Derived Units of Length and Mass; (5) Additional Metric Quantities and Units; (6) Conversion Factors; and (7) Metric Measurements and Metric Equipment. A

small amount of instructional material related to each section is provided. A list of suggested resources, organized by topic, completes the booklet. (SD)

ED 141 074 SE 022 505
Handbook for Teachers. Science Education Programme for Africa. Accra (Ghana).

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; Education Development Center, Inc., Newton, Mass.
Pub Date Sep 74

Note—385p.; For related documents, see SE 022 504-506; Photography may not reproduce well
Available from—Science Education Programme for Africa (SEPA), P.O. Box 9169, Airport, Accra, Ghana, Africa (Free)

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.
Descriptors—Elementary Education, *Elementary School Science, *Instruction, Objectives, *Science Activities, Science Education, *Teacher Education, *Teaching Guides

Identifiers—*Africa, Science Education Programme for Africa
This handbook, prepared by the Science Education Programme for Africa (SEPA), provides materials designed to improve science teacher education in African countries. The handbook provides illustrations of how in-service teachers teach science, how children learn science, how adults relate to children, how some teachers prepare for the task of guiding children's learning, and information on the nature of science. Section I provides information on how the Handbook is to be used. Section II provides an idea of what it is to be engaged in science activities. Section III offers a variety of materials that can lead to integrated science activities and situations. Section IV gives illustrations of how this approach has worked, and can work, with students. Sections V and VI provide information on materials and approaches for teaching. (SL)

ED 141 075 SE 022 509
Comparative Study of Population Growth and Agricultural Change: C - Case Study of India. Asian Population Studies Series No. 23.

United Nations Economic and Social Commission for Asia and the Pacific, Bangkok (Thailand).
Pub Date 75

Note—155p.; Contains occasional light type
EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Agricultural Trends, *Agriculture, *Case Studies, *Demography, *Developing Nations, Economic Development, Population Education, *Population Growth, Population Trends, Research, World Problems

Identifiers—*India, UNESCO
This report, the third in a series of five reports of the Comparative Study of Population Growth and Agricultural Change, describes a study of the two states of India (Punjab and Orissa) which attempted to clarify the relationship between population pressure and agricultural change through a time series analysis. This study: (1) outlines trends in population growth and analyzes the components; (2) presents trends in agricultural growth, including changes in area, productivity, and crop patterns; (3) investigates the interrelationship between population growth and agriculture; and (4) analyzes the impact of population growth and movements on economic efficiency and welfare. A summary of the study concludes this report. A series of tables containing demographic and agricultural data, and information relevant to the study is appended. (BT)

ED 141 076 SE 022 524
Family Planning in Five Continents: Africa, America, Asia, Europe, Oceania. December 1976 Update.

International Planned Parenthood Federation, London (England).
Pub Date Dec 76

Note—67p.; For earlier editions, see ED 058 084, ED 099 201, and ED 121 594

Available from—International Planned Parenthood Federation, 18-20 Lower Regent Street, London, England SW1Y 4PW (Order Number ISSN-0538-9089, \$1.45)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—*Demography, *Family Planning, Population Distribution, *Population Growth, Reference Materials, *Statistical Data, *World Problems

Identifiers—*International Planned Parenthood Federation

This document gives highlights of the family planning situation in many countries of the world. Its purpose is to provide a quick reference source for those who work in family planning. Population statistics are included for five continents and many countries. Data for the continents include population in 1976, projected population in 2000, population growth rate (1970-75), births per 1000 (1970-75), deaths per 1000 (1970-75), population under the age of 15 (1975), and life expectancy (1970-75). Data for each country include population (1976), growth rate, births per 1000, deaths per 1000, and family planning activity in the country. (RH)

ED 141 077 SE 022 526
McLeod, Douglas B. Adams, Verna M.

Relating Field Independence and a Discovery Approach to Learning Mathematics: A Trail-treatment Interaction Study.

Pub Date Apr 77
Note—22p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cognitive Measurement, Cognitive Style, *Discovery Learning, *Educational Research, Elementary School Teachers, Higher Education, *Instruction, Manipulative Materials, *Mathematics Education, *Number Systems, Preservice Education

Identifiers—*Field Dependence Independence, Research Reports

Preservice elementary teachers enrolled in a mathematics course were randomly assigned to one of two treatment groups for instruction on computation in bases other than 10. Group 1 (Min-M) involved minimal guidance and a concrete level of abstraction, while group 2 (Max-S) had a large amount of guidance and dealt with concepts at a symbolic level. Subjects in both groups were given pretests, posttests, and a measure of field independence (hidden figures). Results were analyzed using multiple regression techniques and supported the hypothesis that field-independent students would learn more in the Min-M group, while field-dependent students would learn more if assigned to the Max-S treatment. (SD)

ED 141 078 SE 022 527
Shettell, Harris H.

An Evaluation of Visitor Response to "Man In His Environment." Final Report.

Field Museum of Natural History, Chicago, Ill.
Spons Agency—American Institutes for Research in the Behavioral Sciences, Washington, D.C.
Report No.—AIR-43200-7/76-FR

Pub Date Jul 76
Note—94p.; Tables are marginally legible

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Attitudes, Educational Research, *Environment, *Evaluation, *Exhibits, *Museums, *Public Education, Public Opinion

Identifiers—Research Reports

Evaluation methods and results are reported for the "Man In His Environment" (MIHE) exhibition at Field Museum in Chicago, Illinois. The evaluative design included an analysis of both knowledge and attitudes as they relate to the content and objectives of the exhibit. Museum visitors who agreed to participate were tested by questionnaires before and after experiencing the exhibit. Also, behavior of 75 randomly selected visitors was recorded as they proceeded through the exhibit area. Findings of this study include the following: (1) attraction to the exhibit was highest among highly educated, white, young adults; (2) this audience tended to have most of the attitudes and knowledge the exhibit was designed to impart; (3) the exhibit was most effective in terms of gain in knowledge with the group that completed high school; (4) behavior of visitors varied, with certain displays (films, sculpture) holding a higher percentage of visitors; (5) one-third of the visitors left before "seeing" all of it; (6) films were rated as most liked; (7) one-fourth of posttested participants indicated willingness to do one or more specific things to improve the environment; and (8) 80% considered the exhibit experience as a positive one. (CS)

ED 141 079 SE 022 530

Smith, Patricia J. Van Egeren, Thomas
Piagetian Principles Used in a High School Chemistry Class.
 Pub Date Mar 77

Note—12p.; Paper presented at the national meeting of the American Chemical Society (New Orleans, Louisiana, March 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement, *Chemistry, *Cognitive Development, Course Descriptions, Course Evaluation, Educational Research, *Instruction, Science Courses, Science Education, Secondary Education, *Secondary School Science

Identifiers—*Piaget (Jean), Research Reports

This document describes and evaluates a high school chemistry course developed to promote formal reasoning in students by increasing opportunities for self-regulation and to increase student understanding of chemical concepts by making instruction relevant to their developmental level. General results indicate that students enrolled in the course did realize an increase in their Piagetian level of formal thinking ability as measured with a modification of the Longest test. (SL)

ED 141 080 SE 022 531

Stocker, Carl
Student Attitudes Toward Science Before and After Introductory College Physics Courses.
 Pub Date Jun 76

Note—75p.; Ed.D. Practicum, Nova University; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Attitudes, *College Science, *Doctoral Theses, *Educational Research, Higher Education, *Physics, Science Education, *Student Attitudes, Undergraduate Study

Identifiers—Research Reports

Attitudes toward science before and after an introductory college physics course were compared for 252 undergraduate students by using a 99-item science attitude survey. Attitudes were found to be favorable before and after the course, but slightly less favorable afterwards. Pre-professional student attitudes were generally favorable. (SL)

ED 141 081 SE 022 539

Kohuth, Barbara J. Marsh, Boyd T.
An Educational Guide for Planning an Improved Human Environment.

Cleveland Dept. of Public Health and Welfare, Ohio.
 Pub Date 74

Note—291p.; Not available in hard copy due to copyright restrictions; Contains occasional light type

Available from—Inner Circle Press, Inc., Hudson, Ohio 44236 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Problems, Conservation Education, Consumer Education, Curriculum Guides, *Elementary Secondary Education, Environment, *Environmental Education, *Health Education, *Instructional Materials, Learning Activities, *Teaching Guides, Units of Study

This guide contains a curriculum featuring learnings and activities concerning environmental health of the home, neighborhood and city. There are six main sections to this guide: (1) Resources - containing sections on solid wastes, sound, radiation, air, water, shelter, and chemicals; (2) Environment - containing sections on positive and negative aspects of the environment, the environment's effect on people, public properties, and vandalism; (3) People - containing sections on apathy, fatalism, and cultural arts and environment; (4) Cooperative Action - containing sections dealing with the responsibility for cooperative action by community agencies; (5) Consumerism - containing sections on product safety, consumer power, and consumer laws; and (6) Conservation - containing sections showing the relationships between resources, life styles, diseases, and the various alternatives available to us. Each section has learning statements, learning activities and teacher notes that include background information, the application of the activity to the local community, a vocabulary list, a list of materials needed and appropriate supplementary films, books and resource materials. (Author/AJ)

ED 141 082 SE 022 541

Waugh, Michael L.
The Effects of Diagnostic Testing as an Organizing Feedback Mechanism on the Achievement of First Year College Biology Students.
 Pub Date Jan 77

Note—15p.; Paper presented at the Regional Meeting of the Southern Association for the Education of Teachers in Science

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement, *Biology, *College Science, Diagnostic Teaching, *Diagnostic Tests, *Educational Research, Higher Education, *Instruction, Science Education

Identifiers—Research Reports

This document presents achievement results of a study conducted to determine the effects of diagnostic tests administered to provide immediate feedback and to serve an organizing function in the study of course material. Thirty-three first year college students in biology classes comprised experimental and control groups. Results from the first unit taught indicated no significant increase in student achievement. With a second unit of instruction, however, an increase in student achievement did result for those students using diagnostic organizers. (SL)

ED 141 083 SE 022 543

Sea World Curriculum Guide. Program Theme: Adaptations K-3.

Sea World, Inc., San Diego, Calif.

Pub Date 73

Note—34p.; For related documents, see SE 022 544-546; Not available in hard copy due to copyright restrictions; Contains occasional light and broken type

Available from—Education Department, Sea World, 1720 South Shores Road, San Diego, CA 92109 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Animal Behavior, *Biological Sciences, Biology, *Curriculum Guides, Ecology, Elementary School Science, Elementary Secondary Education, *Instructional Materials, *Marine Biology, *Oceanology, Science Education, Secondary School Science, Units of Study, Zoology

Identifiers—*Sea World Inc

This document provides science curriculum instructional material relating to marine biology. Items presented relate to live animal exhibits seen during visits to Sea World marine aquarium exhibits; however, all materials are also useful for in-class instruction without visits to Sea World displays. Ideally, material should be reviewed immediately prior to a Sea World exhibit. This unit has a theme of adaptation and includes transparencies and information sheets on tide pools, sea otters, marine mammal adaptation, adaptations of fish and aquatic invertebrates, and social adaptations of sea life. (SL)

ED 141 084 SE 022 544

Sea World Curriculum Guide. Program Theme: Adaptations 4-8.

Sea World, Inc., San Diego, Calif.

Pub Date 73

Note—38p.; For related documents, see SE 022 543-546; Not available in hard copy due to copyright restrictions; Contains occasional light and broken type

Available from—Education Department, Sea World, 1720 South Shores Road, San Diego, CA 92109 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Animal Behavior, *Biological Sciences, Biology, *Curriculum Guides, Ecology, Elementary School Science, Elementary Secondary Education, *Instructional Materials, *Marine Biology, *Oceanology, Science Education, Secondary School Science, Units of Study, Zoology

Identifiers—*Sea World Inc

This document provides science curriculum instructional material relating to marine biology. Items presented relate to live animal exhibits seen during visits to Sea World marine aquarium exhibits; however, all materials are also useful for in-class instruction without visits to Sea World displays. Ideally, material should be reviewed immediately prior to a Sea World exhibit. This unit has a theme of adaptation and includes transparencies and information sheets on sharks and adaptation for survival. (SL)

ED 141 085 SE 022 545

Sea World Curriculum Guide. Program Theme: Behavior K-3.

Sea World, Inc., San Diego, Calif.

Pub Date 73

Note—39p.; For related documents, see SE 022 543-546; Not available in hard copy due to copyright restrictions; Contains occasional light and broken type

Available from—Education Department, Sea World, 1720 South Shores Road, San Diego, CA 92109 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Animal Behavior, *Biological Sciences, Biology, *Curriculum Guides, Elementary School Science, Elementary Secondary Education, *Instructional Materials, *Marine Biology, *Oceanology, Science Education, Secondary School Science, Units of Study, Zoology

Identifiers—*Sea World Inc

This document provides science curriculum instructional material relating to marine biology. Items presented relate to live animal exhibits seen during visits to Sea World marine aquarium exhibits; however, all materials are also useful for in-class instruction without visits to Sea World displays. Ideally, material should be reviewed immediately prior to a Sea World exhibit. This unit has a theme of behavior and includes transparencies and information sheets on whales and killer whales. (SL)

ED 141 086 SE 022 546

Sea World Curriculum Guide. Program Theme: Behavior 4-8.

Sea World, Inc., San Diego, Calif.

Pub Date 73

Note—54p.; For related documents, see SE 022 543-545; Not available in hard copy due to copyright restrictions; Contains occasional light and broken type

Available from—Education Department, Sea World, 1720 South Shores Road, San Diego, CA 92109 (No price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Animal Behavior, *Biological Sciences, Biology, *Curriculum Guides, Elementary School Science, Elementary Secondary Education, *Instructional Materials, *Marine Biology, *Oceanology, Science Education, Secondary School Science, Units of Study, Zoology

Identifiers—*Sea World Inc

This document provides science curriculum instructional material relating to marine biology. Items presented relate to live animal exhibits seen during visits to Sea World marine aquarium exhibits; however, all materials are also useful for in-class instruction without visits to Sea World displays. Ideally, material should be reviewed immediately prior to a Sea World exhibit. This unit has a theme of behavior and includes transparencies and information sheets on bottlenose dolphins, the walrus, harbor seals, innate behavior, learned behavior, and trained behavior. (SL)

ED 141 087 SE 022 547

Blumberg, Phyllis
Chaining in Problem Solving: A Critique and Reinvestigation.

Pub Date Apr 77

Note—27p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977); Contains occasional light type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cognitive Development, *Educational Research, Elementary Education, Elementary School Mathematics, Learning, *Mathematics Education, *Problem Solving, Task Analysis

Identifiers—Research Reports

This study investigated the question of whether young children can form response chains in problem solving. After reviewing the literature relating to chaining as a component of problem solving, the author argues that a test of chaining should be free of requirements to recall previously learned material, remember general information, or apply abstract principles. The current study used a task in which subjects were required to execute a sequence of trades. Subjects were drawn from kindergarten, third grade, sixth

grade, and college populations, and were individually tested. Results indicated that college and sixth-grade students were able to solve all problems without hints. Younger students were able to solve the problems after a few trials. The author concluded that children were capable of forming chains at young ages. (SD)

ED 141 088 SE 022 554

Bunt, Don D. Silver, Howard A.

ICIM, Individualized, Competency Based, Instruction in Mathematics: Basic Mathematical Skills. Chicago State University Mathematics Remediation Program.

Pub Date Mar 77

Note—6p.; Paper presented at the National Conference on Remedial/Developmental Studies in Post-Secondary Institutions (Chicago, Illinois, March 17-18, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Basic Skills, *Behavioral Objectives, *College Mathematics, Course Descriptions, Curriculum, Higher Education, Individualized Instruction, Instruction, *Mathematics Education, *Remedial Mathematics. Students entering Chicago State University with less than the minimal level of competence in performing basic operations are assigned to a special course. The course is based on 34 computational objectives in four categories: (1) operations on counting numbers, decimals, and fractions; (2) conversion among fractions, decimals, and percents; (3) percent problems; and (4) prose problems involving proportions. A student earning a grade of 85% on a test of these topics may exit from the course at any time. The course is individualized in that each student completes instructional units at his/her own pace and in an individually determined sequence. Tutorial help is provided and is tailored to the student. The authors have evaluated the program using both norm-referenced and criterion-referenced instruments. They conclude that it is a valid remediation program. (SD)

ED 141 089 SE 022 560

Bearden, Thomas E.

A Conceptual Derivation of Einstein's Postulates of Special Relativity.

Army Missile Command, Redstone Arsenal, Ala. Report No—SAM-D-76-4

Pub Date 8 Oct 75

Note—16p.; For related documents, see SE 022 561-562

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Models, *Perception, Physical Sciences, *Physics, *Relativity, Scientific Concepts, *Scientific Principles

Identifiers—*Einstein (Albert)

This document presents a discussion and conceptual derivation of Einstein's postulates of special relativity. The perception approach appears to be a fundamentally new manner of regarding physical phenomena and it is hoped that physicists will interest themselves in the concept. (Author)

ED 141 090 SE 022 561

Bearden, Thomas E.

A Postulated Mechanism That Leads to Materialization and Dematerialization of Matter and to Antigravity.

Army Missile Command, Redstone Arsenal, Ala. Report No—SAM-D-76-1

Pub Date 8 Oct 75

Note—18p.; For related documents, see SE 022 560-562; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Atomic Theory, *Models, Physical Sciences, *Physics, *Relativity, *Scientific Concepts, Scientific Enterprise, *Scientific Principles, Scientific Research, *Theories

Identifiers—Field Theory (Physics)

This document presents a discussion of the postulated mechanism that leads to the materialization and dematerialization of matter and to antigravity. The mechanism also explains why an orbital electron does not radiate energy, in contradiction to classical electromagnetic theory. One of the paradoxes of special relativity is explained. A new model of a photon is advanced. The relativistic increase of mass with velocity is explained. (Author)

ED 141 091 SE 022 562

Bearden, Thomas E.

Quilon/Perceptron Physics: A Theory of Existence, Perception, and Physical Phenomena.

Army Missile Command, Redstone Arsenal, Ala.

Report No—AD-763210

Pub Date 5 Mar 73

Note—44p.; For related documents, see SE 022 560-561

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Models, Orientation, *Perception, Physical Sciences, *Physics, *Relativity, Scientific Concepts, *Scientific Principles

Attempts to answer fundamental questions of being, time, space, existence, perception, and physical phenomena are presented. Mass, empty space, reality, gravitational attraction, continuity, discontinuity, and relativity are among the "things" and "nonthings" for which relationships and explanations are provided. A reality model is constructed of an action continuum and a nonaction continuum, separated by an operational threshold whose magnitude is given by an uncertainty principle. Some elementary philosophical implications are identified and briefly discussed. (Author/SL)

ED 141 092 SE 022 566

Sunal, Dennis W.

Microteaching Skills in Science Checklist: An Observational Instrument to be Used for Evaluation and Description of Science Teaching in the Elementary School.

Pub Date [77]

Note—8p.; For related document, see SE 022 567; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Check Lists, Classroom Observation Techniques, Elementary Education, *Elementary School Science, *Evaluation, *Measurement Instruments, *Microteaching, Science Education, *Teacher Behavior

This document provides a 67-item observational instrument to be used for the evaluation and description of science teaching in the elementary school. No data regarding the instrument are provided. Sections of the instrument include: (1) use of intellectual development stages; (2) performance objectives; (3) lesson planning skills; (4) instruction sequencing; (5) question asking skills; (6) learning-teaching strategies; and (7) evaluation techniques. (SL)

ED 141 093 SE 022 567

Sunal, Dennis W.

Survey of Classroom Activities for Science: A Questionnaire for Evaluation and Description of Science Teaching in the Elementary School.

Pub Date [77]

Note—9p.; For related document, see SE 022 566; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, *Elementary School Science, *Evaluation, *Instruction, *Measurement Instruments, *Questionnaires, School Surveys, *Science Activities, Science Education

This document provides a survey questionnaire for evaluation and description of classroom activities for science and science teaching in the elementary school. The instrument includes 72 items relating to teaching and learning. No data regarding the instrument are provided. (SL)

ED 141 094 SE 022 569

Stahl, Robert J.

Valuing Exercises for the Environmental Education Classroom.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date 76

Note—38p.; Contains light and broken type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Conservation Education, *Decision Making Skills, *Environmental Education, *Instructional Materials, Outdoor Education, Secondary Grades, *Teaching Guides, *Values

This guide gives five formats and examples for helping middle school and high school students clarify relationships between environmental knowledge and decisions. Section I introduces the need for values clarification. Section II defines values clarification. Section III explains four phases of values clarification. Section IV explains the need for a value sheet, a planned written activity designed to elicit value clarification patterns of language usage from students. Section V lists the parts of the value sheet. Section VI presents four interrogative modes which may be used in questioning students. Section VII discusses five formats which may be followed. The examples presented are designed to be used in conjunction

with units focusing on energy use and pollution. Teachers are encouraged to copy and modify these value sheets. Each of the formats outlines needed teacher preparation, the situation for discussion, and decisions to be made. The guide lists discussion questions and gives samples of value sheets. A bibliography of materials related to the values clarification approach is included. (Author/AJ)

ED 141 095 SE 022 570

The 4M Company: Make Mine Metric Monkeys.

Kindergarten Student Booklet.

Hawaii State Dept. of Education, Honolulu; Hawaii Univ., Honolulu. Coll. of Education.

Pub Date 76

Note—30p.; For related documents, see SE 022 571-583

Available from—Metric Project, University of Hawaii, 1776 University Ave., Honolulu, Hawaii 96822 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Metric System, *Primary Grades, Workbooks

This student activity manual for primary students is designed to teach several concepts related to measurement. Included are activities related to length, volume, and mass. The manual emphasizes comparisons between objects - big, small, long, short, heavy, light, most, and least. Cartoons are used extensively to appeal to student interests. (RH)

ED 141 096 SE 022 571

The 4M Company: Make Mine Metric Monkeys.

Kindergarten Teacher's Guide.

Hawaii State Dept. of Education, Honolulu; Hawaii Univ., Honolulu. Coll. of Education.

Pub Date 76

Note—46p.; For related documents, see SE 022 570-583; Not available in hard copy due to marginal legibility of original document

Available from—Metric Project, University of Hawaii, 1776 University Ave., Honolulu, Hawaii 96822 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Measurement, *Metric System, *Teaching Guides

This is one of several teacher's guides for the 4M Company, a set of materials for teaching metric concepts and computation. This level of the program deals with premeasurement concepts and vocabulary and introduces the basic metric units. Students compare properties of common objects directly. Students are introduced to four metric units: meter, liter, gram, and kilogram. Piagetian conservation tasks dealing with length, liquid, and mass are part of the program at this level. Included in the publication are needed materials, discussion of the activities, examples of responses for related student activities, and a minicourse on metric concepts. (RH)

ED 141 097 SE 022 572

The 4M Company: Make Mine Metric Mice. First Grade Student Booklet.

Hawaii State Dept. of Education, Honolulu; Hawaii Univ., Honolulu. Coll. of Education.

Pub Date 76

Note—55p.; For related documents, see SE 022 570-583

Available from—Metric Project, University of Hawaii, 1776 University Ave., Honolulu, Hawaii 96822 (\$1.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Metric System, *Primary Grades, Workbooks

This student activity manual for primary students is designed to teach several metric units. Included are activities related to length, volume, mass, and temperature. This manual emphasizes making comparisons between objects - big, small, long, short, heavy, light, most, least, hotter and colder. Measuring skills are also stressed. Cartoons are used extensively to appeal to student interests. (RH)

ED 141 098 SE 022 573

The 4M Company: Make Mine Metric Mice. First Grade Teacher's Guide.

Hawaii State Dept. of Education, Honolulu;
Hawaii Univ., Honolulu. Coll. of Education.
Pub Date 76

Note—65p.; For related documents, see SE 022 570-583; Not available in hard copy due to marginal legibility of original document

Available from—Metric Project, University of Hawaii, 1776 University Ave., Honolulu, Hawaii 96822 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Measurement, *Metric System, *Teaching Guides

This is one of several teacher's guides for the 4M Company, a set of materials for teaching metric concepts and computation. This level of the program extends comparisons from two objects to comparisons involving three or more objects. Vocabulary includes superlatives (longest) as well as comparatives (longer). Students are introduced to six metric units: meter, decimeter, liter, deciliter, gram, and kilogram. They compare these units to properties of common objects and learn to measure with several tools. Conservation of length, liquid, and mass are also included. (Author/RH)

ED 141 099 SE 022 574

The 4M compAny: Make Mine Metric Monsters. Second Grade Student Booklet.

Hawaii State Dept. of Education, Honolulu;
Hawaii Univ., Honolulu. Coll. of Education.
Pub Date 76

Note—57p.; For related documents, see SE 022 570-583

Available from—Metric Project, University of Hawaii, 1776 University Ave., Honolulu, Hawaii 96822 (\$1.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Metric System, *Primary Grades, *Workbooks

This student activity manual for primary students is designed to teach several metric units. Included are activities related to length, volume, mass, and temperature. This manual emphasizes learning to measure, reading instruments, spelling terms, and making comparisons. Activities include a variety of drill sheets interspersed with other activities. Cartoons are used extensively to appeal to student interests. (RH)

ED 141 100 SE 022 575

The 4M compAny: Make Mine Metric Monsters. Second Grade Teacher's Guide.

Hawaii State Dept. of Education, Honolulu;
Hawaii Univ., Honolulu. Coll. of Education.
Pub Date 76

Note—77p.; For related documents, see SE 022 570-583; Not available in hard copy due to marginal legibility of original document

Available from—Metric Project, University of Hawaii, 1776 University Ave., Honolulu, Hawaii 96822 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Measurement, *Metric System, *Teaching Guides

This is one of several teacher's guides for the 4M Company, a set of materials for teaching metric concepts and computation skills to elementary school students. Included in this guide are sections on needed materials, length (comparison, arbitrary units, meter, decimeter, centimeter, addition, subtraction), capacity (comparison, arbitrary units, liter, deciliter, addition, subtraction), mass (comparison, arbitrary units, gram, kilogram), temperature, and a minicourse on metrics. Answers to the activities in the related student activity manual are included. (RH)

ED 141 101 SE 022 576

The 4M compAny: Make Mine Metric Marvels. Third Grade Student Booklet.

Hawaii State Dept. of Education, Honolulu;
Hawaii Univ., Honolulu. Coll. of Education.
Pub Date 76

Note—62p.; For related documents, see SE 022 570-583

Available from—Metric Project, University of Hawaii, 1776 University Ave., Honolulu, Hawaii 96822 (\$1.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Metric System, *Workbooks

This student activity manual for elementary students is designed to teach several metric units. Included are activities related to length (meter), volume (liter), mass (grams), and temperature (celsius). Activities include a variety of drill sheets interspersed with other activities. Cartoons are used extensively to appeal to student interests. (RH)

ED 141 102 SE 022 577

The 4M compAny: Make Mine Metric Marvels. Third Grade Teacher's Guide.

Hawaii State Dept. of Education, Honolulu;
Hawaii Univ., Honolulu. Coll. of Education.
Pub Date 76

Note—102p.; For related documents, see SE 022 570-583; Not available in hard copy due to marginal legibility of original document

Available from—Metric Project, University of Hawaii, 1776 University Ave., Honolulu, Hawaii 96822 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Measurement, *Metric System, *Teaching Guides

This is one of several teacher's guides for the 4M Company, a set of materials for teaching metric concepts and computation skills to elementary school students. Included in this guide are sections on needed materials, length (ancient Hawaiian units, meter decimeter, centimeter, addition, subtraction), decimals related to meters (measurement, addition, subtraction), capacity (liter, deciliter) decimals related to liters (addition, subtraction), mass (gram, kilogram, addition, subtraction), perimeter, temperature, and a minicourse on metrics. Answers to the activities in the related student activity manual are included. (RH)

ED 141 103 SE 022 578

The 4M compAny: Make Mine Metric Mob. Fourth Grade Student Booklet.

Hawaii State Dept. of Education, Honolulu;
Hawaii Univ., Honolulu. Coll. of Education.
Pub Date 76

Note—84p.; For related documents, see SE 022 570-583

Available from—Metric Project, University of Hawaii, 1776 University Ave., Honolulu, Hawaii 96822 (\$1.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Metric System, *Workbooks

This student activity manual for elementary students is designed to teach several metric units. Included are activities related to temperature, length, volume, and mass. In this manual, reading, adding, and subtracting decimals is stressed. Activities include a variety of drill sheets. Cartoons are used extensively to appeal to student interests. (RH)

ED 141 104 SE 022 579

The 4M compAny: Make Mine Metric Mob. Fourth Grade Teacher's Guide.

Hawaii State Dept. of Education, Honolulu;
Hawaii Univ., Honolulu. Coll. of Education.
Pub Date 76

Note—87p.; For related documents, see SE 022 570-583; Not available in hard copy due to marginal legibility of original document

Available from—Metric Project, University of Hawaii, 1776 University Ave., Honolulu, Hawaii 96822 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Measurement, *Metric System, *Teaching Guides

This is one of several teacher's guides for the 4M Company, a set of materials for teaching metric concepts and computation skills to elementary school students. Included in this guide are sections on needed materials, temperature, length, metric prefixes, decimals, mass, area, perimeter, and a minicourse on metrics. Answers to the activities in the related student activity manual are included. (RH)

ED 141 105 SE 022 580

The 4M compAny: Make Mine Metric Mystery. Fifth Grade Student Booklet.

Hawaii State Dept. of Education, Honolulu;
Hawaii Univ., Honolulu. Coll. of Education.
Pub Date 76

Note—63p.; For related documents, see SE 022 570-583

Available from—Metric Project, University of Hawaii, 1776 University Ave., Honolulu, Hawaii 96822 (\$1.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Metric System, *Workbooks

This student activity manual for elementary students is designed to teach several concepts related to the metric system and measurement. Included are activities related to length, area, volume, conversion of metric units, and computation skills with decimals (addition, subtraction, and division). Cartoons are used extensively to appeal to student interests. (RH)

ED 141 106 SE 022 581

The 4M compAny: Make Mine Metric Mystery. Fifth Grade Teacher's Guide.

Hawaii State Dept. of Education, Honolulu;
Hawaii Univ., Honolulu. Coll. of Education.
Pub Date 76

Note—72p.; For related documents, see SE 022 570-583; Not available in hard copy due to marginal legibility of original document

Available from—Metric Project, University of Hawaii, 1776 University Ave., Honolulu, Hawaii 96822 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Measurement, *Metric System, *Teaching Guides

This is one of several teacher's guides for the 4M Company, a set of materials for teaching metric concepts and computation skills to elementary school students. Included in this guide are sections on needed materials, metric prefixes and symbols, length, decimals, perimeter, area, volume, mass, temperature, and a minicourse on metrics. Answers to the activities in the related student activity manual are included. (RH)

ED 141 107 SE 022 582

The 4M compAny: Make Mine Metric Mission! Sixth Grade Student Booklet.

Hawaii State Dept. of Education, Honolulu;
Hawaii Univ., Honolulu. Coll. of Education.
Pub Date 76

Note—74p.; For related documents, see SE 022 570-583

Available from—Metric Project, University of Hawaii, 1776 University Ave., Honolulu, Hawaii 96822 (\$1.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Metric System, *Workbooks

This student activity manual for elementary students is designed to teach several metric units. Included are activities related to length, area, volume, mass, and temperature. This manual emphasizes units, measuring, and computation skills. Computation skills stressed include addition, subtraction, and multiplication. Problems include whole numbers and decimals. Activities include a variety of drill sheets interspersed with other activities. Cartoons are used extensively to appeal to student interests. (RH)

ED 141 108 SE 022 583

The 4M compAny: Make Mine Metric Mission! Sixth Grade Teacher's Guide.

Hawaii State Dept. of Education, Honolulu;
Hawaii Univ., Honolulu. Coll. of Education.
Pub Date 76

Note—81p.; For related documents, see SE 022 570-583

Available from—Metric Project, University of Hawaii, 1776 University Ave., Honolulu, Hawaii 96822 (\$3.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Measurement, *Metric System, *Teaching Guides

This is one of several teacher's guides for the 4M Company, a set of materials for teaching metric concepts and computation skills to elementary school students. Included in the guide are sections on needed materials, metric symbols, length, perimeter, area, volume, capacity, mass (weight), decimals, conversion between metric units, temperature, and a minicourse on metrics. Answers to the activities in the related student activity manual are included. (RH)

ED 141 109 SE 022 590

Tubb, Gary W.

Current Use of Computers in the Teaching of Statistics.

Pub Date Apr 77

Note—36p.; Paper presented at the Computer Science and Statistics annual symposium (10th, Gaithersburg, Maryland, April 14-15, 1977); Appendices may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Mathematics, *Computer Assisted Instruction, *Computer Science Education, Higher Education, *Instruction, *Instructional Materials, *Mathematics Education, Research Reviews (Publications), *Simulation, *Statistics, Textbooks

This paper, prepared for a symposium on the interface of computer sciences and statistics, addresses the use of computers in the teaching of statistics. Two principle means of integrating the fields of computer science education with education in statistics are identified: (1) integrating the content of statistics in courses on computers, and (2) using computers as a method of statistics instruction. The first half of the paper provides a review of six textbooks in current use; three present statistical concepts and problems as examples of programming problems, while the remaining three are designed to teach statistics using computers as an aid in problem solving. The second half of the paper is devoted to a review of research and evaluation findings related to computer assisted instruction, simulations, and both interactional and non-interactional statistical packages. A bibliography containing 62 titles is included. (SD)

ED 141 110 SE 022 599

Plumb, Geri And Others

Cross-Age Tutoring in Elementary Basic Math.

Pub Date Apr 77

Note—18p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement, *Basic Skills, *Educational Research, Elementary Education, *Elementary School Mathematics, Instruction, *Low Achievers, Mathematics Education, *Remedial Mathematics, *Tutorial Programs

Identifiers—Research Reports

A structured tutoring program was successfully used with 500 low-achieving students in Boise (Idaho) Title I elementary schools. Students in grades 1 through 3 were tutored by able fifth and sixth graders who were trained and supervised; students in grades 4 through 6 were tutored by adult aides. The tutoring program used structured sequential mathematics materials, frequent mastery checks, review, and positive reinforcement. Students were tutored for a period of 3.5 months, for an average of fifty-seven 20-minute sessions. At all grade levels, grade equivalent gains exceeded a full year's growth. Pre- and posttest measures showed significant ($p < .001$) gains in addition, subtraction, and multiplication. (Author/SD)

ED 141 111 SE 022 603

Herron, J. Dudley

Piaget Applied: Suggestions for Inaction.

Pub Date Mar 77

Note—28p.; Paper presented at the national meeting of the American Chemical Society (New Orleans, Louisiana, March 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Chemistry, *Cognitive Development, *College Science, Higher Education, *Instruction, *Intellectual Development, Science Education

Identifiers—*Piaget (Jean)

The intellectual development of students as defined by Piagetian theory is discussed with the implications that the theory and recent research

results may have for teaching science. Recommended is conducting small, carefully planned investigations that will lead to a better understanding of: (1) what concepts cause problems and why; (2) what strategies will help in teaching these concepts; (3) what thinking students use as they approach typical problems; and (4) how the thinking process can be improved. Curriculum changes, however, should not be rushed till information of this sort is available. (SL)

ED 141 112 SE 022 609

Charbonneau, Marion P.

Learning to Think in a Math Lab.

National Association of Independent Schools, Boston, Mass.

Pub Date Apr 71

Note—127p.; Not available in hard copy due to copyright restrictions; Photographs may not reproduce well

Available from—National Association of Independent Schools, Four Liberty Square, Boston, Mass. 02109 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Activity Learning, *Discovery Learning, Elementary Education, *Elementary School Mathematics, Instruction, *Instructional Materials, *Laboratory Procedures, *Manipulative Materials, Mathematics Education, Problem Solving

This document begins with a discussion of the author's approach to instruction in a mathematics laboratory. This discussion includes an enumeration of types of desirable or necessary equipment and advice on the management of a laboratory. The author examines issues related to achievement and readiness for more traditional school experiences in later grades, and offers points from his own educational philosophy. The major portion of the document is devoted to detailed descriptions of activities or series of activities which have been used successfully. Activity topics are quite diverse and include numeration systems, number lines, measurement, geoboard activities, map making, geometric solids, and others. The document concludes with reproductions of activity cards used by the author. (SD)

ED 141 113 SE 022 611

Tripp, D. H.

The Analysis of Discourse as Evaluation of Productive Thinking.

Pub Date 77

Note—33p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Creativity, Creativity Tests, *Educational Research, Elementary Secondary Education, *Evaluation, *Interaction Process Analysis, *Mathematics Education, Problem Solving, *Productive Thinking, Test Construction, Tests

This paper provides a thorough description of a method of analyzing and scoring group discussions from a particular point of view. After discussing shortcomings of traditional methods of reporting data from group discussions and problems inherent in the use of paper-and-pencil creativity tests, the author describes a method which was developed as a part of the CORT Thinking Project (Cambridge, England). The method calls for the listing of points made in discussion as both rows and columns in a matrix, and using the cells of the matrix to record relationships among points. Columns tallies are then made for various categories such as example, judgment, digression, etc. After this matrix is completed, a scoring matrix is developed. The construction of the scoring matrix is a difficult step in the evaluation. New scoring matrices must be developed for each discussion topic. (SD)

ED 141 114 SE 022 613

Negus, LeRoy

The Metric System: Ideas for Introducing the Metric System.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development; State Univ. of New York, Albany.

Pub Date [77]

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Objectives, Elementary Secondary Education, Guidelines, Instruction, Instructional Materials, Learning Activi-

ties, *Mathematics Education, *Measurement, *Metric System, *State Programs

This document provides a suggested timetable for implementation of the metric system in all schools in New York State. The timeline extends from January 1976 through 1980 and is divided into five phases. These phases are defined by educational goals: (1) awareness, (2) knowledge, (3) comprehension, (4) application, and (5) commitment. Suggestions for the phases (especially phase 4) are offered, and guidelines for selecting materials and teaching the metric system in elementary and secondary schools are set forth. Suggestions for secondary school metric activities include uses of the system in 15 curricular areas. A few activities are provided. (SD)

ED 141 115 SE 022 614

Mathematics 7-8 Handbook, 1976 Reprint.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date 76

Note—210p.; For 1973 Edition, see ED 079 115; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Curriculum, *Curriculum Guides, Grade 7, Grade 8, *Instruction, *Learning Activities, Mathematical Enrichment, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Teaching Guides

This handbook, prepared for teachers of grades 7 and 8, provides suggestions for teaching various aspects of the mathematics courses outlined in the syllabus of the New York State Education Department. The handbook deals with twelve units: sets, systems of numeration, natural numbers, whole numbers, positive rationals, integers, the complete set of rationals, reals, ratio and related topics, geometry, statistics, and probability. For each unit there is a review of important concepts, a brief discussion of student needs in the area, suggestions for learning activities, and descriptions of suggested enrichment activities. (SD)

ED 141 116 SE 022 619

Owens, Michael

Activities in Environmental Education. Environmental Studies Program.

Educational Personnel Development Consortium D. Richardson, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [77]

Grant—G007601990

Note—95p.; Contains occasional colored pages that may not reproduce well

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Conservation Education, Educational Games, Elementary Grades, *Environmental Education, Games, *Instructional Materials, *Learning Activities, *Secondary Grades, *Teaching Guides

Identifiers—Environmental Studies

This guide describes 38 activities appropriate for grades K-12. Each activity contains a brief description of the activity and a list of materials needed. The second section of the guide contains environmental learning games to be played in the classroom. These games include: crossword puzzles, cryptograms, logic problems, card games, and find-a-words. All of the games listed may be reproduced. There is a list of free materials available on trees, wood products, and paper making. (AJ)

ED 141 117 SE 022 621

Wagner, Sigrid

Conservation of Equation and Function and Its Relationship to Formal Operational Thought.

Pub Date Apr 77

Note—28p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement, *Cognitive Development, *Conservation (Concept), *Educational Research, Mathematics Education, Secondary Education, *Secondary School Mathematics

Identifiers—*Piagetian Theory, Research Reports. Students who behave as though an equation (function) is unchanged by a transformation of variable are said to conserve equation (function). Tasks devised to test for conservation of equation

and function were administered, along with typical Piagetian tasks, to 72 students, aged 12, 14, and 17. Results suggest that conservation of equation, significantly more often than not, precedes formal thought, whereas conservation of function may or may not precede formal thought. Techniques used in this study can be extended to investigate conservation of abstract mathematical structure and its relationship to Piaget's present model of development. (Author)

ED 141 118 SE 022 622

McConnell, John W.

Relationships Between Selected Teacher Behaviors and Attitudes/Achievements of Algebra Classes.

Pub Date Apr 77

Note—45p; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement, Algebra, Cognitive Development, *Educational Research, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Student Attitudes, *Teacher Behavior

Identifiers—Research Reports

This study related high-inference teacher behaviors to measures of pupil achievement and attitude in ninth-grade algebra classes. A sample of 50 classes came from 13 suburban high schools. The most consistent results showed that pupil and observer assessments of clarity, enthusiasm, and task orientation were important for attitudes toward mathematics. Teachers whose pupils rated them as emphasizing analysis had classes with lower attitudes on several scales. Achievement criteria were not as productive. Nevertheless, teachers rated as higher on task orientation had higher residuals on computation and comprehensive cognitive functioning levels. Teachers rated clearer had higher residuals on comprehension. Analysis correlated with teacher behaviors of probing and enthusiasm. (Author/RH)

ED 141 119 SE 022 624

Mathematics Highlights Report, 1974-75. Louisiana State Department of Education Bulletin 1457.

Louisiana State Dept. of Education, Baton Rouge. Div. of Instructional Services.

Pub Date 76

Note—71p; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Research, *Elementary School Mathematics, Elementary Secondary Education, *Evaluation, *Fundamental Concepts, Mathematics Education, *Needs Assessment, *Secondary School Mathematics, *State Programs

Identifiers—*Louisiana

This document contains a summary of the 1974-75 statewide assessment for mathematics education in Louisiana. The study involved samples of students at ages 9, 13, and 17. Chapter 1 presents planning, development, and administration. Chapter 2 presents results of the assessment and Chapter 3 presents conclusions and recommendations. Content areas needing emphasis for each age group are identified. Recommendations for inservice education are also suggested. Many figures are used to summarize data. (RH)

ED 141 120 SE 022 625

The Role of Engineers and Scientists in a National Policy for Technology. Report of the National Science Board.

National Science Foundation, Washington, D.C.

National Science Board.

Report No—NSB-72-1

Pub Date 72

Note—57p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 3800-0100, \$0.45)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Futures (of Society), *Government Role, Manpower Needs, *Policy Formation, *Public Policy, *Research Needs, Social Values, Socioeconomic Influences, *Technology

This is the Fourth Annual Report of the National Science Board (NSB). In this report, the NSB considers how science and engineering,

through technology, can be brought to focus more effectively on societal problems. The Report reflects the conviction that changes in emphasis in the requirements for technology and changes in the pattern of demands for technological talent provide a strong basis for major Federal initiatives. Included in the document are recommendations related to policy in support of technology and policy for technology in support of society. Five major recommendations are discussed in detail in the report. (RH)

ED 141 121 SE 022 626

Science and the Challenges Ahead. Report of the National Science Board.

National Science Foundation, Washington, D.C.

National Science Board.

Report No—NSB-74-1

Pub Date 74

Note—61p; Best copy available

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00205, \$0.85)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Energy, Environment, Health, *Industry, Manpower Needs, Natural Resources, *Policy Formation, Population Trends, *Scientific Research, Social Problems, *Technology, Universities, *World Problems

Man increasingly invents his own destiny. Among the areas currently needing urgent and sustained attention are the following: population, world food supply, energy, materials, climate, and the environment. The fact that the problems are global in scope indicates their pervasive and fundamental character as well as the difficulty confronting them. The first chapter reviews the more familiar challenges and discusses general aspects of the newer ones. The second chapter examines several problems encompassed in the broader challenge of man's increasing power. The nature and scope of each problem is discussed, and the past and potential role of science and technology in alleviating the problem is noted. The third chapter explores the adequacy of science and technology for helping to respond to such problems. Cancer and energy are taken as illustrative tests of the present capabilities of science and technology. The fourth chapter presents conclusions drawn from these assessments. The final chapter recommends actions and policies aimed at strengthening the scientific and technological response to present and future challenges. (Author/RH)

ED 141 122 SE 022 627

Private Industry Employment of Scientists and Engineers in 1975 Shows a 5-Year Decline. Science Resources Studies Highlights, May 25, 1977.

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No—NSF-77-312

Pub Date 25 May 77

Note—5p; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Opportunities, Employment, *Employment Trends, *Engineers, *Industry, *Manpower Needs, *National Surveys, *Scientists

Identifiers—National Science Foundation

Private industry is by far the largest single employer of scientists and engineers in the U.S. economy, using about two-thirds of all persons employed as scientists and engineers. For the first time in five years, data on the employment of scientists, engineers, and technicians in industry are available. Reported are employment trends, employment by occupation and major industry groups, employment in energy-related activities, and reliability of data. Among the items reported are the following: (1) employment of scientists and engineers in private industry decreased 5% between 1970 and 1975, compared to a 14% gain between 1965-70 and a 19% gain from 1960-65; (2) engineers comprised 72% of the total scientists and engineers employed by private industry; and (3) employment of scientists and engineers engaged in R&D activity declined some 12% from 1970-75. (Author/RH)

ED 141 123 SE 022 628

Johnson, Willis N.

Inner City Parents Attended Mathematics Classes - Why?

Pub Date [77]

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Elementary Education, *Elementary School Mathematics, *Instruction, *Mathematics Education, *Parent Attitudes, *Parent Education, Parent Influence, Parent Role, *Parent School Relationship

A study was conducted in the inner city of Houston, Texas with three parent groups and four pupil groups to determine what parents did which would have an influence on student outcomes. Parent groups (selected from those who had fifth-grade children) included parents who attended training sessions and also those who attended training sessions and helped tutor students. This paper analyzes why parents came to training sessions regarding elementary school mathematics, their reactions to the sessions, and recommendations for future sessions. Comments regarding parental attitudes comprise most of the paper. (Author/RH)

ED 141 124 SE 022 629

Troutman, James G.

Predictors of Success in Freshman Mathematics.

Pub Date May 77

Note—29p.; Ed.D. Practicum, Nova University; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement, *College Mathematics, *Educational Research, Grades (Scholastic), Higher Education, Intelligence, Mathematics Education, *Predictor Variables, Test Results, Undergraduate Study

Identifiers—Research Reports

Investigated were the effects of using intelligence quotients, high school rank, College Entrance Board Scholastic Aptitude Test scores in mathematics, and high school mathematics grades as predictors of success in finite mathematics. One hundred twenty-three students were included in the study. The SAT-Mathematics score was the best predictor followed by the high school rank and the high school mathematics grade average. The variable of least value was the intelligence quotient. The full model had a correlation coefficient of .611. Recommendations for use of the results of the study are included. (Author/RH)

ED 141 125 SE 022 630

Allen, Harold Don

An SI Canada: Reality and Challenge at Commitment Seven.

Pub Date Apr 77

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum, *Educational Problems, *Educational Trends, *Metric System, *Speeches, *Teacher Role

Identifiers—*Canada

Reported is a speech presented to a meeting in Canada regarding problems of converting to a metric system in Canada. Included in the discussion are political, educational, industrial, and home problems and uses. Suggestions to teachers for needed action are given. (RH)

ED 141 126 SE 022 631

Averett, Dorothy M. And Others

Using the Mini-Calculator to Teach Mathematics.

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 77

Note—120p; Not available in hard copy due to copyright restrictions

Available from—Dr. Alexander Shevlin, Director, Instructional Publications and Materials, Stevens Administrative Center, 13th and Spring Garden Streets, Philadelphia, PA 19123 (Order Number 547870, \$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Elementary School Mathematics, Elementary Secondary Education, *Fundamental Concepts, *Instructional Materials, Mathematics Education, *Secondary School Mathematics, *Teaching Guides

Identifiers—*Calculators

This booklet is designed to aid teachers in the use of the mini-calculator in the classroom. Included in this booklet are activities and suggestions for the use of the calculator from the primary grades through the secondary mathematics courses. Each topic in the booklet includes background information for the teacher, suggested activities, games, and sample problems. Included in the publication are the following top-

ics: (1) Selecting a Mini-Calculator for Classroom Use; (2) Preparing to Use the Mini-Calculator; (3) Classroom Uses of Mini-Calculators; (4) The Keyboard; Concepts and Basic Operations; (5) Talking Mini-Calculators; and (6) a selective bibliography. (RH)

ED 141 127 SE 022 632

Hoehn, James And Others

Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975.

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-77-307

Pub Date Mar 77

Note—102p.; For related document, see SE 022 647; Not available in hard copy due to marginal legibility of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00316-0, \$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annual Reports, Colleges, College Science, Engineering, *Expenditures, Financial Support, *Higher Education, Mathematics, *National Surveys, Research and Development Centers, Sciences, *Scientific Research, Social Sciences, Surveys, *Universities

Identifiers—*National Science Foundation

Presented is the National Science Foundation's fiscal year 1975 survey of expenditures for scientific activities at colleges and universities. The survey covered 562 institutions, includes funds expended for activities specifically organized to produce research outcomes, and includes direct and indirect costs. Statistical data presented includes: expenditures in science and engineering, source of funds, character of work, field of science, type of institution, geographic distribution, and federally funded research and development centers administered by universities. Total R&D expenditures in universities and colleges increased 12% to \$3.4 billion in the 1974-75 period. In constant 1972 dollars, academic research and development increased 2% in 1975, following a decline of 5% in 1974. Federally sponsored funds accounted for two-thirds of academic expenditures in 1975. (SL)

ED 141 128 SE 022 633

Swetz, Frank J. Kao, T. I.

Was Pythagoras Chinese? An Examination of Right Triangle Theory in Ancient China. The Pennsylvania State University Studies No. 40.

National Council of Teachers of Mathematics, Inc., Reston, Va.; Pennsylvania State Univ., University Park.

Pub Date 77

Note—75p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (\$4.40 nonmembers, \$3.96 members; Discount on quantity orders; All order totaling \$20.00 or less must be accompanied by payment; \$1.00 service charge on cash orders totaling less than \$5.00)

Document Not Available from EDRS.

Descriptors—*Geometry, *History, *Mathematics, *Trigonometry

Identifiers—*China, *Pythagorean Theorem

This book is primarily a scholarly monograph on ancient Chinese theory and application concerning the right triangle, based on evidence contained in classical mathematics texts and scrolls. It is also the first complete English translation of the ninth chapter of the Chiu chang suan chu, the richest source of problems from antiquity dealing with the right triangle. Sections of the monograph include: (1) Perspectives; (2) The Chiu Chang's Problems Involving Right Triangles; and (3) Conclusions. The authors conclude that the oldest recorded proof of the "Pythagorean" theorem was of Chinese origin. (RH)

ED 141 129 SE 022 634

The National Energy Plan. Summary of Public Participation.

Executive Office of the President, Washington, D.C. Energy Policy and Planning.

Pub Date [77]

Note—44p.; Contains occasional small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 040-000-00383-5, No price quoted)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Conservation (Environment), *Energy, *Energy Conservation, *Federal Programs, *National Surveys, *Policy Formation, *Public Opinion, Public Support, Surveys

In March 1977, a project was begun by the Executive Office of the President to seek out comments and recommendations from the public for a comprehensive national energy plan. Three simultaneous approaches were used: (1) ten regional town meetings were conducted; (2) Twenty-one small conferences were held at the White House; and (3) a public notice was placed in the Federal Register and some 600,000 of these were mailed directly to citizens to ask their opinion. This booklet summarizes the results of these three approaches. Public opinion in the policy areas of conservation, supply development, federal regulation, hardship to citizens, imported energy, environment, citizen participation, and intergovernmental relations is discussed. Lists of suggestions citizens made for conserving energy are included. (AJ)

ED 141 130 SE 022 635

Lomask, Milton

A Minor Miracle. An Informal History of the National Science Foundation.

National Science Foundation, Washington, D.C.

Report No.—NSF-76-18

Pub Date 76

Contract—NSF-C-762

Note—290p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00288-1, \$2.75)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Administrative Agencies, *Federal Government, History, *Research, Resource Materials, *Science Education, *Science History, Scientific Enterprise

Identifiers—*National Science Foundation

This document reviews the history of the National Science Foundation (NSF) from its conception in May, 1950 to 1975. Included are reports on educational and institutional programs and science projects supported by NSF, biographical data of NSF directors and other prominent personnel associated with NSF, and the policy guidelines which have guided the foundation's directions. (SL)

ED 141 131 SE 022 636

Ott, Mary Diederich

Results of Fall 1976 Survey of Engineering Freshmen.

Pub Date [77]

Note—20p.; For the Fall 1975 survey results, see ED 127 248

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Research, *Engineering, *Engineering Education, Females, *Higher Education, *Student Characteristics, *Surveys

Identifiers—Research Reports

The fall 1976 survey of engineering freshmen is the third of a series of five surveys seeking to determine the characteristics and attitudes of male and female engineering students, and the changes in these areas as students proceed through their first two years in engineering programs. Fourteen schools participated in the 1976 survey. An 80-item questionnaire was completed by 1,861 respondents (852 women and 1,009 men). Results were analyzed for response patterns by men and women and for differences between the two groups. Areas included in the study were: engineering major field, parental influence, reasons for career choice, reasons for graduate study, occupational goals, preferred professional work situation, source of job satisfaction, parents' background, subjects enjoyed in high school, school background, leisure time patterns, college performance, and future job preferences. Many differences are identified. (RH)

ED 141 132 SE 022 640

Harris, Nancy

The Vegetable Bowl. [Student Booklet].

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date 72

Note—13p.; For related documents, see SE 022 641-642; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Eating Habits, *Elementary Grades, Food, *Instructional Materials, Learn-

ing Activities, *Nutrition, *Reading Materials, *Science Education, Science Materials

Identifiers—Florida

This student booklet was developed as reading material for use with "The Vegetable Bowl," a unit designed to encourage elementary school children to eat a variety of vegetables. The booklet also contains ten pictures that can be colored by students. (BT)

ED 141 133 SE 022 641

Harris, Nancy

The Vegetable Bowl. Teacher's Guide.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date [72]

Note—43p.; For related documents, see SE 022 640-642; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Eating Habits, *Elementary Grades, Food, *Instructional Materials, Learning Activities, Multimedia Instruction, *Nutrition, *Science Education, *Teaching Guides

Identifiers—Florida

This teacher's guide was developed for use with "The Vegetable Bowl," a unit designed to encourage elementary school children to eat a variety of vegetables. The unit is designed for ten lessons; however, the sequencing and time used in the classroom may be adapted to the individual needs of the students. Instructional materials include: a student booklet; a colored slide film entitled "The Vegetable Bowl;" and a filmstrip entitled "The Vegetable and Food Group." Learning activities are categorized as follows: vegetable identification; vegetable source; and vegetable experiences. A lesson outline of the Vegetable Bowl unit, including objectives and learning activities, is presented. The learning activities include the following: vegetable recipes, planting ideas, food models, field trips, and games. Also included are teacher evaluation forms, student pre- and post-test references, nutrition and food resources, and a model of the student booklet. (BT)

ED 141 134 SE 022 642

Stewart, Kirby Harris, Nancy

The Vegetable Bowl. Research Monograph No. 13.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date Nov 74

Note—57p.; For related documents, see SE 022 640-641

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Eating Habits, *Educational Research, *Elementary Grades, Food, Health, *Instruction, Instructional Materials, Multimedia Instruction, *Nutrition, *Science Education

Identifiers—Florida, Research Reports

This study measured the effects which a multimedia instructional unit in nutrition education had on the eating habits of elementary school children (K-5), specifically, eating habits relating to vegetables. The primary objective of the unit was to encourage children to eat a variety of vegetables. The sample consisted of 1,028 elementary school students from six schools in Alachua County Schools, Florida. Ten suggested lesson plans were given each teacher participating in this study. The sequence of implementation was left to the discretion of the teachers. The unit was taught for a minimum of three weeks, sometime between October and April of the 1973-74 school year. Results of the study show significant changes in the number of vegetables liked occur in every grade from one through five at the 0.001 level except for grade two which was significant at the 0.01 level. Significant changes in the number of vegetables not eaten occurred in every grade (K-5), but the number of vegetables disliked showed no significant change in any of the six grades. The appendices to this study include the following: lesson outline of Vegetable Bowl unit; parent and teacher evaluation forms; pre- and posttests; teacher and parent comments; and an outline of a teacher workshop. (BT)

ED 141 135 SE 022 646

National Assessment of Educational Progress. Science Technical Report: Summary Volume.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons. Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NAEP-04-S-21

Pub Date May 77

Contract—OEC-0-74-0506

Note—201p.; Contains small print in Tables; Not available in hard copy due to marginal reproducibility of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (price to be determined)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement, *Educational Assessment, Educational Research, *Elementary School Science, Evaluation, Predictor Variables, *Science Education, *Secondary School Science

Identifiers—*National Assessment of Educational Progress

Each year since 1969, National Assessment has gathered information about levels of achievement. This report summarizes the National Assessment study of changes in science achievement for 9-year-olds, 13-year-olds, and 17-year-olds attending schools. Having assessed achievements in science twice, National Assessment can report information on the progress or decline of knowledge in science. Highlights of the study indicate that knowledge of fundamental scientific facts and principles as measured by National Assessment declined among American students between 1969 and 1973. Other data indicate the gap between students in the Southeast and other parts of the nation narrowed between 1969 and 1973. Performance of boys continued to exceed those of girls. Performance of white students also continued to exceed those of blacks. Numerous tables and figures are used to present data. (RH)

ED 141 136 SE 022 647

Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975. Detailed Statistical Tables, Appendixes B and C.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-76-316

Pub Date [76]

Note—127p.; For related document, see SE 022 632; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biological Sciences, *College Science, Engineering, *Expenditures, Federal Aid, *Higher Education, Mathematics, National Surveys, Physical Sciences, Psychology, *Sciences, *Scientific Research, Social Sciences, *Surveys

Identifiers—National Science Foundation

Provided are detailed statistical tables for the fiscal year 1975 National Science Foundation (NSF) survey of expenditures for scientific activities at universities and colleges. The survey included 540 universities and colleges which account for more than 99% of all academic R&D expenditures. In addition to data reported for 1975, selected information for a number of earlier years are included. Items reported include sources of funds, expenditures by fields of science, expenditures by states, and expenditures by institutions. (SL)

ED 141 137 SE 022 648

Earth Science Supplement to the Syllabus, Part 1, Topics 1-4, Special Edition 1970.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development; State Univ. of New York, Albany.

Pub Date 70

Note—147p.; For related documents, see SE 022 649, ED 064 102 and ED 046 749; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Earth Science, Environmental Education, *Instructional Materials, Laboratory Procedures, Physical Sciences, *Science Activities, Science Education, Secondary Education, *Secondary School Science, *Teaching Guides

This document contains investigations for topics 1-4 in the earth science course developed by the University of the State of New York for secondary schools. Topics include observation and measurement, the changing environment, measuring the earth, and earth motions. Each topic is preceded by the Investigations-Understandings Matrix which illustrates the relationship of the investigation to the major un-

derstandings. It can also be used to relate multimedia materials to the topic. The laboratory investigations are presented in two forms: teacher laboratory guide sheets and student laboratory guide sheets, which may be duplicated to provide structured procedure for the students. The level of difficulty of each investigation is indicated on the teacher guide sheet as easy, challenging, or difficult. Although these activities are in a supplement, they are considered essential to the core of the course. (SL)

ED 141 138 SE 022 649

Earth Science Supplement to the Syllabus, Part 2, Topics 5-8, 1970 Edition. 1974 Reprint.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development; State Univ. of New York, Albany.

Pub Date 74

Note—111p.; For related documents, see SE 022 648, ED 064 102 and ED 046 749; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Earth Science, Environmental Education, *Instructional Materials, Laboratory Procedures, Physical Sciences, *Science Activities, Science Education, Secondary Education, *Secondary School Science, *Teaching Guides

This document contains investigation topics 5-8 in the earth science course developed by the University of the State of New York for secondary schools. Topics include energy in earth processes, insulation and the earth's surface, energy exchanges in the atmosphere, moisture and energy budgets, and environmental change. Each topic is preceded by the Investigations-Understandings Matrix which illustrates the relationship of the investigation to the major understandings, and is also used to relate multimedia materials to the topic. The laboratory investigations are presented in two forms: teacher laboratory guide sheets and student laboratory guide sheets, which may be duplicated to provide structured procedures for the students. The level of difficulty of each investigation is indicated on the teacher guide sheet as easy, challenging, or difficult. Although these activities are in a supplement, they are considered essential to the core of the course. (SL)

ED 141 139 SE 022 653

Gallardo, Julio Delgado, Steven. Programs for Fundamentals of Chemistry.

Hostos Community Coll., Bronx, N.Y.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date May 77

Grant—NSF-00454

Note—57p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Chemistry, *College Science, *Computer Assisted Instruction, *Computer Programs, *Computer Science, Higher Education, *Instructional Materials, Problems, *Problem Sets, Science Education

This document provides computer programs, written in BASIC PLUS, for presenting fundamental or remedial college chemistry students with chemical problems in a computer assisted instructional program. Programs include instructions, a sample run, and 14 separate practice sessions covering: mathematical operations, using decimals, solving proportions, metric conversion, using metric, word problems, balancing chemical equations, stoichiometry, gas laws, and solutions. (SL)

ED 141 140 SE 022 662

Language Arts Activities to Supplement COAST Learning Experiences. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 5. [Project COAST].

Delaware Univ., Newark. Coll. of Education. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—43p.; For related documents, see SE 022 663-687; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Elementary Education, *Elementary School Science,

*Instructional Materials, *Language Arts, *Oceanology, *Reading, *Teaching Guides
Identifiers—Project COAST

Included in this teacher's guide are: (1) a list of language arts activities to supplement COAST learning experiences; (2) additional activities for grades 3-5 emphasizing vocabulary development and developing scrapbooks; and (3) eight activities for using children's books about the marine environment in the classroom in grades 1-6. The appendix includes an annotated list of children's books about the environment. (RH)

ED 141 141 SE 022 663

Water for Fun. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 104. [Project COAST].

Delaware Univ., Newark. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—17p.; For related documents, see SE 022 662-687; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Elementary Education, *Instructional Materials, *Language Arts, *Oceanology, Reading, *Recreation, *Teaching Guides, *Vocabulary Development

Identifiers—Project COAST

This teaching guide for students in grades K-4 provides suggestions for 2 class periods of instruction related to recreational use of water areas. Some supplementary language arts activities and a suggested book list are also included. (RH)

ED 141 142 SE 022 664

Ships and Seaways. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 105. [Project COAST].

Delaware Univ., Newark. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—47p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Elementary Education, *Instructional Materials, *Language Arts, *Oceanology, *Social Studies, *Teaching Guides, Transportation, Units of Study

Identifiers—Project COAST, Ships

This unit for elementary school students (grade 5) provides materials for about five class periods. Emphasized are language arts and social studies activities related to ships and seaways. Activities include topics on common vessels, shipping routes, navigational guides, and art and writing related to field experiences. A number of transparency masters and a suggested book list are included. (RH)

ED 141 143 SE 022 665

The Muskrat. The Not-So-Common Oyster. The Horseshoe Crab. The Blue Crab. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 108, 109, 111, 201. [Project COAST].

Delaware Univ., Newark. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—115p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Biology, Elementary Education, *Elementary School Science, *Instructional Materials, *Marine Biology, *Oceanology, *Teaching Guides, Units of Study, Zoology

Identifiers—Crabs, Muskrats, Oysters, Project COAST

Included are four units related to coastal and oceanic awareness. The units are: (1) The Muskrat; (2) The Not-So-Common Oyster; (3) The Horseshoe Crab; and (4) The Blue Crab. All four units are designed for elementary school students. Each unit contains teacher background materials, student activity materials, evaluation materials, transparency masters, and selected references. (RH)

ED 141 144 SE 022 666

Ships Through the Ages. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 110. [Project COAST].

Delaware Univ., Newark. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—44p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Elementary Education, History, *Instructional Materials, Language Arts, *Oceanology, Social Studies, *Teaching Guides, *Transportation, Units of Study
Identifiers—Project COAST, *Ships

This unit is designed for elementary school students in grades 3-6. The unit emphasizes the study of ships and history associated with sea travel and transportation. Included in the unit are instructional materials, evaluation materials, selected references, and transparency masters. Activities stress social studies and language arts knowledge and skills. (RH)

ED 141 145

SE 022 667

Where Have All the Menhaden Gone? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 209. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—27p.; For related documents, see SE 022 662-687; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary School Science, *Elementary Secondary Education, *Instructional Materials, *Marine Biology, *Oceanology, *Population Trends, Secondary School Science, *Teaching Guides, Units of Study
Identifiers—*Fish, Project COAST

This unit focuses on the concept that populations of marine organisms are unevenly distributed. It is designed for upper elementary and secondary school students and will take 6-10 class periods. Students become involved in identifying various causes of the uneven distribution of marine populations, especially that of the menhaden population. Because no conclusive evidence is given that supports any one cause of the decline, the students are faced with the dilemma that there are no actual answers to the problems. Included in the unit are student materials, teaching suggestions, transparency masters, evaluation materials, and selected references. (RH)

ED 141 146

SE 022 668

Utilization of Estuarine Organisms by the Indians. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 210. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—52p.; For related documents, see SE 022 662-687; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indians, *Elementary Secondary Education, Food, *Instructional Materials, Marine Biology, *Oceanology, *Social Studies, *Teaching Guides, Units of Study, Vocabulary Development
Identifiers—Project COAST

This unit provides a number of activities for students in grades 6-8. Emphasis is on the use of marine organisms and the marine environment by American Indians. While many of the examples relate to the Middle Atlantic Coast, they could be adapted to other areas of the country. Included in the document are evaluation materials and student references. (RH)

ED 141 147

SE 022 669

The "RA" Expeditions: The Archaeological and Anthropological Background. The "RA" Expeditions: The Coriolis Effect. The "RA" Expeditions: The Papyrus Reed. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 211, 212, 213. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—98p.; For related documents, see SE 022 662-687; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Biology, *Elementary Secondary Education, History, *Instructional Materials, *Oceanology, *Social Sciences, *Teaching Guides, Units of Study
Identifiers—Africa, *Heyerdahl (Thor), *Ocean Currents, Project COAST

Included are three units related to coastal and oceanic awareness. These are: (1) The "RA" Expeditions: The Archaeological and Anthropological Background; (2) The "RA" Expeditions: The Coriolis Effect; and (3) The "RA" Expeditions: The Papyrus Reed. Each of the three units are designed for students in grades 6-12. Each unit contains teacher background materials, student activity materials, evaluation materials, transparency masters, and selected references. (RH)

ED 141 148

SE 022 670

The Moon, the Sun, and Tides. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 214. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—27p.; For related documents, see SE 022 662-687; Contains marginal legibility in Tables

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Earth Science, *Instructional Materials, *Oceanology, *Secondary Grades, *Secondary School Science, *Teaching Guides, Units of Study
Identifiers—Project COAST, *Tides

This unit for students in grades 6-12 is designed to provide an introduction to the variables that cause tides. Included are teacher background materials, a possible three-day schedule, master sheets for transparencies, student activity materials, tests, and references to selected films and books. (RH)

ED 141 149

SE 022 671

What Is Physical Oceanography? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 217. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—14p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Instructional Materials, *Oceanology, Physical Sciences, Secondary Grades, *Secondary School Science, *Teaching Guides, Units of Study
Identifiers—Project COAST

This unit is concerned with an overview of physical oceanography - the study of currents, tides, waves, and particle movements. The activities are designed for use by junior high school age students. Included in the unit are activities related to properties of sea water, physical phenomena of the ocean, and physical features of the ocean. Activities include background materials, suggested activities, and evaluation materials. (RH)

ED 141 150

SE 022 672

Microfossils from the Local Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 219. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—34p.; For related documents, see SE 022 662-687; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Biology, Earth Science, *Instructional Materials, Marine Biology, *Oceanology, *Science Activities, *Secondary Education, *Secondary School Science, Units of Study
Identifiers—Fossils, Project COAST

This unit on fossils is designed for junior high school students. Students collect a sediment sample, process the sample, and examine it for microfossils. The scientific classification and naming of microfossils is not stressed. Included in the materials are evaluation items, background materials for teachers, lists of needed materials, vocabulary list, and student materials. (RH)

ED 141 151

SE 022 673

Air and Life. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 223. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—26p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Biology, Environment, *Instructional Materials, *Oceanology, *Science Activities, Secondary Education, *Secondary School Science, *Units of Study
Identifiers—*Air, Project COAST

The purpose of these activities is to offer the secondary school student an opportunity to review what he/she has learned about air by moving quickly through a series of "Do-it-yourself" experiments. Emphasis is placed on the study of the composition of air and relating this information to life in aquatic and marine environments. Included are classroom activities, a list of selected references, and transparency masters. (RH)

ED 141 152

SE 022 674

Observing Starfish—The Water Vascular System. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 224. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—32p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Biology, *Instructional Materials, *Marine Biology, *Oceanology, Secondary Education, *Secondary School Science, *Teaching Guides, Units of Study
Identifiers—Project COAST, *Starfish

This unit is designed for students in secondary school science classes. Emphasized are various aspects of the anatomy and behavior of the starfish. Included are teacher background materials, lists of needed materials, suggested activities, evaluation materials, transparency masters, and selected references. (RH)

ED 141 153

SE 022 675

The Rocky Shore. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 225. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—37p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Biology, Earth Science, *Ecology, *Instructional Materials, *Marine Biology, *Oceanology, Secondary Education, *Secondary School Science, Teaching Guides
Identifiers—Coastal Zones, Project COAST

This unit is designed to be used by students in biology classes in secondary schools. Emphasized in the unit are coastal life zones, plants and animals that live in these areas, and factors influencing the lives of the organisms. Included in the unit are evaluation materials, instructional objectives, student background information, masters for overhead transparencies, suggested field trip plan and worksheets, a list of supplementary materials, and a selected bibliography. (RH)

ED 141 154

SE 022 676

A Comparative Study of Clam and Squid. Biting Flies of the Coastal Region. Diatoms: Nature's Aquatic Gems. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 227, 231, 232. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—79p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Biology, *Instructional Materials, *Marine Biology, *Microbiology, *Oceanology, Secondary Grades, *Secondary School Science, *Teaching Guides, Units of Study
Identifiers—Clams, Diatoms, Flies, Project COAST

Included are three units related to coastal and oceanic awareness. The units are: (1) A Comparative Study of Clam and Squid; (2) Biting Flies of the Coastal Region; and (3) Diatoms: Nature's Aquatic Gems. All three units were designed for secondary school students. Each unit contains teacher background materials, student activity materials, evaluation materials, transparency masters, and selected references. (RH)

ED 141 155 SE 022 677
Marshes: Nature's Bounty. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 230. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—23p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Biology, Earth Science, *Ecology, *Instructional Materials, *Marine Biology, *Oceanology, Secondary Education, *Secondary School Science, *Units of Study
Identifiers—*Marshes, Project COAST

This unit is designed for secondary school students. It is concerned with the concept of the marsh and includes activities related to the importance of the marshes; the aesthetic, recreational, and economic roles of marshes; the marsh food web; man's impact on marshes; and how to preserve marshes. Materials in the unit include evaluation materials, narration materials for 35 mm slides related to a marsh, transparency masters, and selected references. (RH)

ED 141 156 SE 022 678
Sea Floor Spreading. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 302. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—72p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Earth Science, *Geology, *Instructional Materials, *Oceanology, Secondary Grades, *Secondary School Science, *Teaching Guides, Units of Study
Identifiers—Project COAST

This unit is concerned with geology of the sea floor; it is designed for secondary school students. Included in this unit are teacher background materials, student activities, transparency masters, maps, and answers to student activities. Changes taking place in the sea floor and variables influencing these changes are emphasized. (RH)

ED 141 157 SE 022 679
Economic and Political Exploitation of Marine Resources. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 235. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—37p.; For related documents, see SE 022 662-687; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Conservation (Environment), Economics, *Instructional Materials, *Natural Resources, *Oceanology, *Secondary Grades, *Social Studies, *Teaching Guides, Units of Study

Identifiers—Project COAST, *Resource Utilization

This unit was designed for use by secondary school students in social studies classes. Materials are provided for four class periods. Emphasized is exploitation of mineral, food, and animal resources found in the sea. Included are suggestions to the teacher, student activities, assessment materials, and a selective bibliography. (RH)

ED 141 158 SE 022 680
Pesticides and the Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 237. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—20p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Environment, *Instructional Materials, *Marine Biology, *Oceanology, *Pesticides, Pollution, Secondary Grades, *Secondary School Science, Teaching Guides, Units of Study

Identifiers—Project COAST

This document, for secondary school students, is designed to provide an introduction to the effects of pesticides in organisms and the environment. Included are background materials for the teacher, charts and graphs of the effect of chemicals on organisms, questions for discussion and study, and references. (RH)

ED 141 159 SE 022 681
The Ocean: Source of Nutrition for the Future. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 305. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—23p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Biological Sciences, *Food, Health, *Instructional Materials, *Natural Resources, Nutrition, *Oceanology, *Secondary Grades, Social Studies, *Teaching Guides, Units of Study

Identifiers—Project COAST

The question of future sources of food is posed with increasing frequency as the amount of arable land per person decreases with population growth. The role of the ocean as a food supplier is currently being explored. This learning experience is designed for secondary school students. It is divided into four major areas: (1) an overview, (2) marine plants, (3) fish protein concentrate, and (4) aquaculture. Each of the five lessons is intended for a daily 45-minute class period, but could be modified. (RH)

ED 141 160 SE 022 682
Measuring Dissolved Oxygen Quantitatively. Collecting and Cultivating Marine Bacteria. To Recognize, Record, and Analyze Characteristics of a Sandy Beach Environment. Quantitative and Qualitative Analysis of Phosphate in Water. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 307, 309, 310, 313. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—71p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Biological Sciences, Earth Science, *Instructional Materials, *Marine Biology, *Oceanology, *Physical Sciences, Secondary Grades, *Secondary School Science, Teaching Guides, Units of Study

Identifiers—Bacteria, Beaches, Project COAST, Water Analysis

Included are four activity units: (1) Measuring Dissolved Oxygen Quantitatively; (2) Collecting and Cultivating Marine Bacteria; (3) To Recognize, Record, and Analyze Characteristics of a Sandy Beach Environment; and (4) Quantitative and Qualitative Analysis of Phosphate in Water. All the activities are designed to be used by secondary school students. Each activity includes student instructions, lists of materials needed, selected references, and supplementary activities. (RH)

ED 141 161 SE 022 683
Salinity Changes in a Tidal River. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 308. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—45p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Earth Science, Environment, *Instructional Materials, *Oceanology, Secondary Grades, *Secondary School Science, *Teaching Guides, *Units of Study

Identifiers—Project COAST, Rivers, *Salinity

The materials in this packet are designed to aid teachers in the implementation of a science field studies unit concerning tidal rivers. The packet consists of the following: (1) background material for the teacher; (2) lab exercises; (3) field activities; and (4) classroom activities. The overall purpose of this packet is to provide information for organizing and conducting a marine field study, and interpreting and using data gathered from the

study. Concepts such as tidal flow theory, the relation of specific gravity to salinity, proper field procedure, and data correlations are included. The activity is designed for secondary school students. Included are objectives, student activity materials, data sheets, discussion topics, a post-test, and a selected bibliography. (RH)

ED 141 162 SE 022 684
Simulation Game: Superport. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 311. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—43p.; For related documents, see SE 022 662-687; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Games, Environment, *Instructional Materials, *Oceanology, Sciences, *Secondary Grades, *Simulation, *Social Studies, *Teaching Guides, Units of Study

Identifiers—Project COAST

Superport is a learning experience which requires students to examine how a superport and its related industries will affect the marine environment of a given geographical area. The activity is designed to provide roles for up to 90 students. The simulation begins with the students defining factors that might be related to the installation of a superport. Continued studies expose students to a wide range of information sources and activities. The lesson plan could be expanded to cover a period of several weeks or could be confined to one week. It is designed primarily for secondary school students in social studies. (RH)

ED 141 163 SE 022 685
Energy for 1970-1990. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 315. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—22p.; For related documents, see SE 022 662-687

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Energy, Environment, *Instructional Materials, Natural Resources, *Sciences, *Secondary Grades, *Social Studies, *Teaching Guides, Units of Study

Identifiers—Project COAST

This learning experience is designed to be used as a short introduction to energy studies. Included are background material (to be read by students), classroom discussion ideas, classroom activity (teacher's guide and student worksheet), and selected references. (RH)

ED 141 164 SE 022 686
Construction of a Model Solar Building. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 318. [Project COAST].

Delaware Univ., Newark. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—20p.; For related documents, see SE 022 662-687; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Building Design, *Energy, *Energy Conservation, *Instructional Materials, *Models, Oceanology, Physical Sciences, Secondary Education, *Secondary School Science, *Student Projects, Teaching Guides, Units of Study

Identifiers—Project COAST, *Solar Energy

This activity is designed for secondary school students. The process of constructing a model solar building includes consideration of many fundamental scientific principles, such as the nature of heat, light, electricity, and energy conversion technology. When the model solar building is completed, there are numerous possibilities for the use of the model for studies of the principles of energy conversion. Included are a description of needed materials and equipment, construction tips, diagrams to assist in the construction procedures, suggested uses of the model, and selected references. (RH)

ED 141 165 SE 022 687

Thermal Pollution by Nuclear Power Plants. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 320. [Project COAST].
 Delaware Univ., Newark. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—46p.; For related documents, see SE 022 662-686

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Biology, *Energy, *Environment, *Instructional Materials, *Oceanology, Pollution, *Secondary Grades, Secondary School Science, Social Studies, *Teaching Guides, Water Pollution Control

Identifiers—Limnology, *Nuclear Power Plants, Project COAST

This publication includes several activities regarding the use of nuclear power plants and possible effects on the environment. The materials are designed for secondary school students and include reference materials and masters for transparencies. (RH)

ED 141 166 SE 022 689

Novel Experiments in Physics II. A Selection of Laboratory Notes Now Used in Colleges and Universities.

American Association of Physics Teachers, Washington, D.C.

Pub Date 75

Note—502p.; For related document, see ED 058 022

Available from—American Association of Physics Teachers, Graduate Physics Building, SUNY at Stony Brook, Stony Brook, New York 11794 (\$6.30 members, \$7.00 nonmembers)

Document Not Available from EDRS.

Descriptors—*College Science, Higher Education, *Instructional Materials, Laboratory Experiments, *Laboratory Procedures, *Physics, *Science Activities, *Science Education, Teaching Procedures

Identifiers—American Association of Physics Teachers

This second volume, a compilation of reprints of experimental notes in physics, was prepared by the American Association of Physics Teachers (AAPT) Committee on Apparatus and by the AAPT Executive Office in response to requests received by the Association for a completely new edition. The goal of the Committee was to provide a selection of interesting experiments to the physics teacher. Experiments were selected with several aims in mind. Among these were the desire to bring new, or not well known, experiments to the attention of the physics teacher; to introduce different, useful, laboratory techniques; and to encourage modification of existing laboratory experiments by supplying a source of ideas. This volume contains a selection of 45 laboratory experiments from these areas: mechanics, heat and sound; molecular physics; electricity and magnetism; electronic and electromagnetic waves; atomic and solid state physics; nuclear and high energy physics. Experiments useful for both low level beginning courses and advanced level courses have been included. Information concerning other publications and projects of the AAPT is detailed. (BT)

ED 141 167 SE 022 692

Rogers, Sandra

Laboratory Mathematics. Booklet I - Teacher's Management Guide.

Anderson County School District 2, Honea Path, S.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 77

Note—58p.; For related documents, see SE 022 693-699; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activity Learning, *Curriculum, Educationally Disadvantaged, *Elementary School Mathematics, Elementary Secondary Education, *Fundamental Concepts, Individualized Instruction, *Instruction, Laboratory Procedures, *Low Achievers, *Mathematics Education, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This teacher's management guide accompanies a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. The project was planned for students who are below their expected achievement level in mathematics. Included in the management guide are the following sections: (1) The Math Laboratory Method; (2) Organization of the Lab; (3) Supervision of the Lab; (4) Curriculum Booklet Process; (5) Correlation Materials; (6) Planning Activities for the Lab; (7) Suggested Grading Methods for the Lab; (8) Materials Lists; and (9) Posttests for Curriculum Booklets. (RH)

ED 141 168 SE 022 693

Rogers, Sandra

Laboratory Mathematics. Curriculum Booklet II - Whole Numbers.

Anderson County School District 2, Honea Path, S.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 77

Note—44p.; For related documents, see SE 022 692-699; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activity Learning, Educationally Disadvantaged, *Elementary School Mathematics, Elementary Secondary Education, *Fundamental Concepts, Individualized Instruction, *Instructional Materials, Laboratory Procedures, Low Achievers, Mathematics Education, *Units of Study, *Whole Numbers, Worksheets

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This booklet is one of a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. This publication provides evaluation materials and student materials related to whole numbers. Topics included are place value, addition, subtraction, multiplication, and division. The project was designed for middle school students (grades 5-8). (RH)

ED 141 169 SE 022 694

Rogers, Sandra

Laboratory Mathematics. Curriculum Booklet III - Fractions.

Anderson County School District 2, Honea Path, S.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 77

Note—38p.; For related documents, see SE 022 692-699; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activity Learning, Educationally Disadvantaged, *Elementary School Mathematics, Elementary Secondary Education, *Fractions, *Fundamental Concepts, Individualized Instruction, *Instructional Materials, Laboratory Procedures, *Low Achievers, Mathematics Education, *Units of Study, Worksheets

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This booklet is one of a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. This publication provides evaluation materials and student materials related to fractions. Topics included in this booklet are meanings of fractions, renaming fractions, multiplication, division, addition, subtraction, and sizes of fractions. The project was designed for middle school students (grades 5-8). (RH)

ED 141 170 SE 022 695

Rogers, Sandra

Laboratory Mathematics. Curriculum Booklet IV - Decimals.

Anderson County School District 2, Honea Path, S.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 77

Note—37p.; For related documents, see SE 022 692-699; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activity Learning, *Decimal Fractions, Educationally Disadvantaged, *Elementary School Mathematics, Elementary Secondary Education, *Fundamental Concepts, Individualized Instruction, *Instructional Materials, Laboratory Procedures, Low Achievers, Mathematics Education, *Units of Study, Worksheets

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This booklet is one of a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. This publication provides evaluation materials and student materials related to decimals. Topics included in this booklet are place value, addition, subtraction, multiplication, division, renaming decimals, and sizes of decimals. The project was designed for middle school students (grades 5-8). (RH)

ED 141 171 SE 022 696

Rogers, Sandra

Laboratory Mathematics. Curriculum Booklet V - Percent.

Anderson County School District 2, Honea Path, S.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 77

Note—20p.; For related documents, see SE 022 692-699; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activity Learning, Decimal Fractions, Educationally Disadvantaged, *Elementary School Mathematics, Elementary Secondary Education, *Fundamental Concepts, Individualized Instruction, *Instructional Materials, Laboratory Procedures, *Low Achievers, Mathematics Education, *Percentage, *Units of Study, Worksheets

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This booklet is one of a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. This publication provides evaluation materials and student materials related to percents. Topics included are meaning of percent, renaming decimals and percents, renaming fractions and percents, percent of a quantity, and word problems. The project was designed for middle school students (grades 5-8). (RH)

ED 141 172 SE 022 697

Rogers, Sandra

Laboratory Mathematics. Curriculum Booklet 6 - Number Theory.

Anderson County School District 2, Honea Path, S.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 77

Note—27p.; For related documents, see SE 022 692-699; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activity Learning, Educationally Disadvantaged, *Elementary School Mathematics, Elementary Secondary Education, *Fundamental Concepts, Individualized Instruction, *Instructional Materials, Laboratory Procedures, *Low Achievers, Mathematics Education, *Numbers, *Units of Study, Worksheets

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This booklet is one of a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. This publication provides evaluation materials and student materials related to number theory. Topics included in this booklet are prime and composite numbers, odd and even numbers, integers, divisibility, and exponents. The project was designed for middle school students (Grades 5-8). (RH)

ED 141 173

SE 022 698

Rogers, Sandra

Laboratory Mathematics. Booklet 7 - Project Overview and Evaluation.

Anderson County School District 2, Honca Path, S.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 77

Note—9p.; For related documents, see SE 022 692-699; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activity Learning, Educationally Disadvantaged, *Elementary School Mathematics, Elementary Secondary Education, *Fundamental Concepts, Individualized Instruction, *Instructional Materials, Laboratory Procedures, *Low Achievers, Mathematics Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This document provides evaluation data for the "Mathematics Laboratories for Disadvantaged Students" project. The project was designed to provide mathematics instruction for under-achieving students in grades 5-8. The mathematics laboratory was used by each student for one hour per day five days a week. Each student had his own schedule and progressed at his own rate. Evaluation data obtained for 1973-74 and 1974-75 indicated students in all grades (approximately 200 students) involved averaged gains exceeding one year grade equivalency per year on the Comprehensive Tests of Basic Skills (CTBS). Student attendance also was improved during the time the project was in operation. The results of the evaluation were validated by a state validation team. (RH)

ED 141 174

SE 022 699

Rogers, Sandra

Laboratory Mathematics. Booklet 8 - Math Lab Activities.

Anderson County School District 2, Honca Path, S.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 77

Note—11p.; For related documents, see SE 022 692-698; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activities, Activity Learning, Educationally Disadvantaged, *Elementary School Mathematics, Elementary Secondary Education, *Fundamental Concepts, Individualized Instruction, *Instructional Materials, Laboratory Procedures, *Low Achievers, Mathematics Education, *Units of Study

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This math lab activities booklet accompanies a teacher's management guide and a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. The materials in this bulletin are designed to serve as the core of the laboratory curriculum. Over 150 activities that emphasize a variety of skills are included. (RH)

ED 141 175

SE 022 700

Marine and Environmental Studies Field Manual.

Cranston School Dept., R.I.; Warwick School Dept., R.I.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 73

Note—148p.; Page 77 missing from document; Best Copy Available

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Animal Science, *Biological Sciences, Earth Science, Geology, *Instructional Materials, *Oceanology, Physical Sciences, Plant Science, Secondary Education, *Secondary School Science, *Units of Study

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Tides

This laboratory manual was developed for a field-oriented high school oceanology program. The organization of the units includes a selection

of supplementary activities to allow students to explore ocean studies in more depth. Included are 19 units. The units include biological oceanography, physical oceanography, and some social science topics. A suggested sequence of activities is provided. (RH)

ED 141 176

SE 022 701

Isaacs, Laurel, Ed. McDougall, Christina, Ed.

Internal Migration. UNITAR News, Vol. 8, 1976.

United Nations, New York, N. Y. Inst. for Training and Research.

Pub Date 76

Note—56p.; Photographs may not reproduce well Available from—UNITAR News, 801 United Nations Plaza, New York, N.Y. 10017 (\$1.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Demography, *Developing Nations, Environmental Education, *International Organizations, *Migration, Migration Patterns, Policy Formation, *Relocation

Identifiers—*United Nations

This UNITAR News Issue presents the background and working papers prepared and utilized by the participants in a workshop on Planning for Internal Migration held in Jamaica and Cuba in April 1976. This workshop, attended by planners and government officials from the Caribbean and some Latin American countries, convened to discuss mutual problems and exchange ideas about internal migration. Topics discussed in the papers include: human settlements, internal migration, policy options for governments, land reform, agricultural reform and squatter settlements. An outline of a multimedia training package on Planning for Internal Migration and the recommendations of the workshop are included in this issue. (BT)

ED 141 177

SE 022 702

Roth, Robert E. And Others

Environmental Education: A Bibliography of Abstracts from RESOURCES IN EDUCATION (RIE), 1973-1975.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date 76

Note—491p.; For related document, see ED 096 157

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$15.00)

Document Not Available from EDRS.

Descriptors—*Abstracts, *Bibliographies, *Environmental Education, *Indexes (Locators), Information Dissemination, *Information Retrieval

Identifiers—*ERIC Clearinghouse for Science Math Environ Educ

This publication contains abstracts and indexes to selected documents announced in RESOURCES IN EDUCATION from 1973 to 1975. Documents indexed include instructional materials, research reports, teaching guides, and other items. The compilation is designed to serve as an effective tool to assist teachers, researchers, curriculum developers, librarians, administrators, concerned citizens, and others concerned with environmental education. The first section of the document contains abstract entries; in the remaining sections the abstracts are indexed by subject, identifier, author, and institutional author. Supplements will be issued periodically. (Author/BT)

ED 141 178

SE 022 707

Schultz, Judith M. Coon, Herbert L.

Population Education Activities for the Classroom.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Note—195p.; Not available in hard copy due to marginal legibility of original document

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Demography, *Elementary Secondary Education, *Environmental Education, *Instructional Materials, Interdisciplinary Ap-

proach, *Learning Activities, *Population Education, Science Education, Social Sciences, Teaching Guides

This document contains a series of population learning activities designed to supplement a K-12 curriculum. The activities are interdisciplinary in nature and include topics in science, mathematics, social studies, language arts, fine arts, and home economics. Besides a division of activities according to grade and subject matter, the activities are also grouped by population concept. Each activity includes a reference to the environmental education program from which it was taken as well as a stated purpose and methods section. Also included in this publication are pre-post factual and attitudinal tests, a basic glossary of population terms, and an annotated list of resource materials that includes: teaching materials, background readings for teacher and student, readings for students in grades 3-12, audio-visual materials and their sources, and rental information. (BT)

ED 141 179

SE 022 717

Lockard, J. David And Others

World Trends in Environmental Education. Educational Documentation and Information: Bulletin of the International Bureau of Education, No. 200, 3rd Quarter 1976.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 76

Note—79p.; Not available in hard copy due to copyright restrictions

Available from—UNIPUB, P.O. Box 433, Murray Hill Station, New York, N.Y. 10016 (Subscription \$10.00, \$4.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Bibliographies, Curriculum, *Elementary Secondary Education, *Environmental Education, *Higher Education, Instructional Materials, *International Education, Learning, Teacher Education

Identifiers—*UNESCO

The bibliographic citations and annotations in this publication are drawn from the "International Bibliography on World Trends in Environmental Education" compiled for the UNESCO-UNEP Environmental Education Programme. The original publication was designed to serve as a bibliography for the authors of a series of working documents on environmental education prepared for the International Workshop on Environmental Education held in Belgrade in October 1975. The first part of this publication contains the selected items arranged by the 14 themes of the workshop; under each heading a number of publications pertaining to that subject area are given with a cross reference to the main bibliography. In the second part, the complete bibliographic information and annotation can be found listed alphabetically by author. A separate author's index is not included in this issue. (Author/BT)

ED 141 180

SE 022 718

Loycano, Robert J. And Others

Manpower Resources for Scientific Activities at Universities and Colleges, January 1976.

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-77-308

Pub Date Mar 77

Note—104p.; Best copy available

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00320-8, No price quoted)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Colleges, *Employment Statistics, Employment Trends, *Engineers, Manpower Utilization, Paraprofessional Personnel, *Research and Development Centers, Science Education, *Scientific Personnel, *Universities

Identifiers—National Science Foundation

This report presents national statistics concerning professional and technical personnel in the sciences and engineering employed at institutions of higher education as of January 1976. Information is provided on trends in overall employment levels for: (1) teaching versus research; (2) public versus private universities and colleges; and (3) women scientists and engineers. Emphasis is placed on the distribution of employment by field and type of institution. This report is based

on the Survey of Scientific and Engineering Personnel Employed at Universities and Colleges, January 1976. Statistics for scientists, engineers, and technicians employed at federally funded research and development centers are also provided. These statistics cover such topics as field of employment, employment trends, type of institution, type of control, and sex and geographical distribution. Appendices include technical notes, detailed statistical tables, and a reproduction of the questionnaire by which data were collected. (BT)

ED 141 181

SE 022 720

Scopino, John A. And Others

Characteristics of Doctoral Scientists and Engineers in the United States, 1975.

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-77-309

Pub Date Mar 77

Note—224p.; Not available in hard copy due to marginal legibility of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00319-4, \$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Doctoral Degrees, Employment, *Employment Statistics, *Engineers, Mathematics, *National Surveys, Occupational Surveys, Professional Occupations, *Sciences, *Scientists, Social Sciences, Surveys

Identifiers—National Science Foundation

This publication presents data on the supply, utilization, and characteristics of the Nation's doctoral scientists and engineers. The population surveyed consisted of individuals in the United States who held science or engineering (S/E) doctorates or who had received doctorates in non-S/E areas but were employed in S/E positions. The data in this series of reports issued by the National Science Foundation (NSF) take account of a 42-year time span following the receipt of the doctoral degree. The data on doctoral scientists and engineers in this report are presented in four sections: Section I presents data on the total population; Section II on the employed labor force; Section III provides data on scientists and engineers in the three largest employment sectors of the economy; and Section IV presents data on employed women. Among the highlights are: (1) a 13% increase in the population of doctoral scientists and engineers from 1973-75; (2) a 23% increase of women Ph.D.'s in science and engineering; and (3) an unemployment rate of under 1% in 1975. (Author/RH)

ED 141 182

SE 022 735

Lockard, J. David, Ed. And Others

Twenty Years of Science and Mathematics Curriculum Development. The Tenth Report of the International Clearinghouse.

Maryland Univ., College Park. Science Teaching Center.

Pub Date Jan 77

Note—541p.

Available from—The International Clearinghouse, Science Teaching Center, University of Maryland, College Park, Maryland 20742 (\$10.00)

EDRS Price MF-\$1.00 HC-\$28.79 Plus Postage.

Descriptors—*Curriculum Development, Foreign Countries, Mathematics Curriculum, *Mathematics Education, *Program Development, Reports, Science Course Improvement Project, Science Curriculum, *Science Education

Identifiers—*International Clearinghouse MD

This 541-page report includes detailed information on the major science and mathematics curriculum projects from around the world that are now in developmental or active dissemination stages. The report on each project includes both a key for easy access to projects that may fit a user's needs and an extended narrative which details specific information on project objectives and unique characteristics, teacher training, materials availability and costs, evaluation, research and publicity references. In addition, this volume includes a 20-year cumulative directory to all projects that have appeared in "Reports of the International Clearinghouse" from 1956-1976. (Author/CP)

ED 141 183

SE 022 736

Stahl, Robert J. Baker, S. Dennis

The Status of Population Education in Florida Secondary Schools During 1973-74. Research Monograph 19.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date Sep 76

Note—36p.; For related document, see ED 120 082

Available from—P. K. Yonge Laboratory School, College of Education, Univ. of Florida, Gainesville, Fla. 32611 (\$0.29)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Curriculum, Demography, *Educational Research, *Environmental Education, Instruction, Interdisciplinary Approach, *Population Education, Secondary Education, *Secondary Schools, Social Studies, *State Surveys

Identifiers—*Florida, Research Reports

This document summarizes a study conducted to investigate the status of population education within the curricula of Florida's secondary schools. A four-page questionnaire, designed to obtain data from classroom teachers on a broad range of topics and areas pertaining to the status of population education was mailed to 300 randomly selected Florida middle, junior high, and senior high schools. Responses received from 45.3% of the public and private school teachers indicated the following findings: (1) size of school enrollment does not affect the inclusion of population education into the school curriculum; (2) classroom teachers are incorporating population education content into a variety of elective and required courses; (3) there is a wide range of length of time spent by teachers on population education; (4) the majority of population education teachers are social studies teachers; (5) population is studied primarily as an integral part of the examination of broader environmental problems and processes; (6) classroom teachers of units on population use objectives developed and written by themselves; and (7) the majority of teachers have not received any college course preparation in the population education area. (BT)

ED 141 184

SE 022 739

Ellis, John R.

Human Values in Medical Education. Annual Oration of the Society for Health and Human Values.

Society for Health and Human Values, Philadelphia, Pa.

Pub Date 2 Nov 75

Note—30p.; Not available in hard copy due to copyright restrictions

Available from—Society for Health and Human Values, 723 Witherspoon Bldg., Philadelphia, Pennsylvania 19107 (\$0.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Attitudes, Health, *Humanization, *Medical Education, Medical Students, Medicine, Professional Education, *Undergraduate Study, *Values

In this 1975 Oration of the Society for Health and Human Values, the author, an international medical educator, reviews the changing attitudes to human values in medical education as experienced at the London Hospital Medical College. Proposed is a broad, general approach to the whole patient, socially and behaviorally as well as biologically and pathologically, and stressed is the need to place less emphasis during the undergraduate years of medical education on specialization based on diseased organs and more on individuals and what they seek from life. (BT)

ED 141 185

SE 022 742

Schoenfeld, Clay, Ed. Disinger, John, Ed.

Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Note—357p.; Contains occasional light type

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$6.00)

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—*Case Studies (Education), Curriculum, Educational Programs, *Elementary Secondary Education, *Environmental Education, Higher Education, *Instructional Materials, *Interdisciplinary Approach, *Program Descriptions, *Public Schools, State Programs

Identifiers—ERIC Clearinghouse for Science Math Environ Educ

This publication presents a collection of 26 environmental education case studies recognized as being representative of curriculum materials and/or projects. Contained are action programs that can serve as models for the classroom teacher, principal, curriculum consultant, superintendent, state department official, or teacher educators in the planning and development of programs for local situations. The components, antecedents, and distinctions of environmental education are outlined as a frame for the selected case studies. The selected case studies include: the Maine Environmental Education Project; Watershed Heritage Project; Project SCATE; Project KARE; the Tennessee Valley Authority's Environmental Education Program; Conservation and Environmental Education in Michigan; METRO-APEX; Project Learning Tree; Washington Environmental Yard (Project WEY); The Role of Mass Media in Environmental Education; Project I-C-E; and Extension's Contribution to Environmental Education. (BT)

ED 141 186

SE 022 747

Townsend, Anne And Others

Energy: Who's Doing What?

National Recreation and Park Association, Arlington, Va.

Spons Agency—Federal Energy Administration, Washington, D.C.

Pub Date Jun 77

Note—50p.

Available from—Park Project on Energy Interpretation, National Recreation and Park Assoc., 1801 North Kent St., Arlington, Virginia 22209 (free)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agencies, Citizen Participation, Community Organizations, *Directories, *Energy, *Environmental Education, Industry, *Organizations (Groups), Parks

Identifiers—*National Recreation and Park Association

This document, prepared for the people who work with visitors in national, state, regional, and local parks as part of the Park Project on Energy Interpretation, lists by state approximately 200 United States citizen groups, companies, and non-government agencies involved in some type of energy work. The organizations included were selected on the basis of having programs and facilities, which may be of educational value to citizens. Only groups which agreed to answer inquiries were included. The organizations included embrace a variety of philosophical and political solutions to energy problems. For example, included are pro-nuclear as well as anti-nuclear groups, and high-technology oriented corporations as well as those working on low-technology, self-sufficient approaches. (Author/BT)

ED 141 187

SE 022 751

Eaton, William W.

Fossil Energy: Oil.

Energy Research and Development Administration, Washington, D.C.

Pub Date 77

Note—70p.; Photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bibliographies, *Energy, Energy Conservation, Environment, Fuels, *History, Industry, *Petroleum Industry, *Sciences, *Technology

Identifiers—Energy Research and Development Administration, ERDA, *Oil

Detailed are the highlights of the history and technology of crude oil and its end products. Included also are some of the important programs that American industry and the Federal government are planning and undertaking in order to enhance the benefits of oil and make use of the limited available quantities as wisely as possible, both now and in the future. A bibliography of additional books and articles on petroleum is included. (BT)

ED 141 188

SE 022 754

Dresner, Stephen B.

Science and Society. LC Science Tracer Bulletin.

Library of Congress, Washington, D.C. National Referral Center for Science and Technology.
Report No.—LC-TB-77-6
Pub Date Feb 77

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, Federal Government, Indexes (Locators), Political Influences, *Reference Materials, Science Education, *Sciences, *Social Influences, *Technology

This document provides references to recently published materials on the social and political aspects of science and technology available for examination in the collections of the Library of Congress. These published materials include: selected texts; handbooks, encyclopedias and dictionaries; bibliographies; government publications; abstracting and indexing services; journals and selected journal articles; and selected materials. Information supplied for each entry, where applicable, includes author, title, publisher, publication date, number of pages, and Library of Congress catalogue number. The subject headings used by the Library of Congress are provided. (BT)

ED 141 189 SE 022 762

Dunlap, Riley E.

Sociological and Social-Psychological Perspectives

on Environmental Issues: A Bibliography.

Council of Planning Librarians, Monticello, Ill.

Report No.—CPL-EB-916

Pub Date Nov 75

Note—39p.; Contains occasional light and broken type

Available from—Council of Planning Librarians,

P.O. Box 229, Monticello, IL 61856 (\$3.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bibliographies, Books, *Environment, Periodicals, *Problems, *Psychology, Social Psychology, Social Science Research, *Sociology

This bibliography, complete through the summer of 1975, covers the literature in the area of Environmental Sociology. Listed are books, articles, and papers in five sections: (1) The Environmental Movement; (2) Environmental Attitudes, Beliefs, Opinions, Perceptions and Values; (3) Social Impact Assessment; (4) Other Sociological and Social-Psychological Studies; and (5) General Sociological and Social-Psychological Perspectives on Environmental Issues. Entries of interest to those in sociological research on environmental issues are identified. (BT)

SO

ED 141 190 SO 009 606

Dent, Gordon D., Ed.

Census Data: Geographic Significance and Classroom Utility. NCGE Pacesetters in Geography Series, No. 2.

National Council for Geographic Education.

Pub Date 76

Note—275p.; Parts may be marginally legible due to small print of the original document

Available from—Geographic and Area Study Publications, P.O. Box 391, Tualatin, Oregon 97062 (\$12.50 paper cover)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agriculture, Business, *Census Figures, *Class Activities, *Classroom Techniques, Crime, Demography, Essays, Geography, *Geography Instruction, Higher Education, Housing, Industry, *Instructional Aids, Maps, Population Education, Secondary Education, Social Studies, Statistical Data

The volume contains essays and classroom activities on a variety of U. S. and Canadian census materials. Designed to present census data in a less formidable manner than it is usually presented, it is intended for social studies teachers and college professors who want to introduce census materials in their classrooms. Essays treat various government publications that deal with censuses on population, housing, business, mineral industries, agriculture, and Canada's population. Some of the 24 essays are about the U.S. Bureau of Census, the use of population statistics as indicators, suburban zoning conflict, the use of vital statistics in geography, population models in high schools, investigating the geog-

raphy of crime, voting, electoral geography and the concept of scale, mineral resource data for geographic research and instruction, geographical trends in coal industry, U.S. historical statistics, U.S. fertility patterns, and recent federal mapping of interest to geography teachers. The volume is arranged so that topic-related activities follow essays. The classroom activities involve map and graph preparation, discussion, simulation, role playing, and research. The last part of the volume is devoted to discussion of the GE-50 Series maps produced by the Department of Commerce. (ND)

ED 141 191 95 SO 009 662

Haas, John D.

The Era of the New Social Studies.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-194

Pub Date 77

Note—103p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order SSEC Publication No. 194, \$4.00 paper cover)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Curriculum Development, *Educational Assessment, *Educational Change, *Educational Development, *Educational History, Educational Innovation, Educational Philosophy, Educational Theories, Elementary Secondary Education, Higher Education, Progressive Education, Social Sciences, *Social Studies

Identifiers—*New Social Studies

Tracing from 1955 to the present, the author presents an objective analysis of the new social studies movement which has had great impact on the theory and practice of social studies education. Beginning in 1955 a general attack on public education critiqued the content and methods of instruction on such subjects as reading, foreign languages, mathematics, and science. Alarmed at the launching of the Russian Sputnik I, critics pointed with alarm at the shortcomings of American education. Briefly discussing the advancements in science and mathematics, the author focuses his attention on the beginning of the revolution in social studies, discussing the changes in the conceptual foundations of social sciences and the government funded curriculum materials projects. Although the movement waned from 1968 to 1972, three new trends have emerged: a heightened social consciousness, increased concern for values and valuing, and usage of a variety of classroom media and materials. The author notes in retrospect that social studies education today again seems to be looking for a focus and suggests a renewal of the dialogue and debate concerning definition, scope, and sequence to add impetus for social studies educators to rediscover and reclarify their positions. (Author/JR)

ED 141 192 95 SO 009 758

Hunkins, Francis P. And Others

Review of Research in Social Studies Education: 1970-1975. Bulletin 49.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; National Council for the Social Studies, Washington, D.C.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Note—200p.; Parts of document are marginally legible due to small print

Available from—National Council for the Social Studies, 1515 Wilson Boulevard, Suite 101, Arlington, Virginia 22209; Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order SSEC Publication No. 204, \$5.95 paper cover)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Bias, Cognitive Development, Diffusion, *Educational Research, Elementary Secondary Education, *Relevance (Education), *Research Needs, Research Reviews (Publications), Sex Discrimination, *Social Studies, Student Attitudes,

Student Behavior, Teacher Attitudes, Teacher Behavior, Teacher Education, Teaching Methods, Values

Identifiers—*Values Education

This publication contains a comprehensive overview of research in social studies education undertaken between 1970 and 1975. The authors hope that the ideas and information presented will engage the interest of educators from many different roles and settings to the point that all will begin to converse about the purposes, meaning, and application of educational research. Chapter 1 provides an overview of and serves as an introduction to the book. Chapter 2 reviews research on cognitive aspects of social studies learning and instruction with a discussion of prompting, sequencing and organizing strategies, and general instructional approaches. Chapter 3 is concerned with research on values education in the social studies and examines teacher and student beliefs and attitudes, the effects of various value teaching strategies, and bias in social studies materials and teaching. Social studies teaching and teacher education are the topics discussed in chapter 4. Chapter 5 examines the diffusion of social studies innovations. The final chapter of the book contains summaries of chapters 2 through 5 and offers suggestions for continued and new research. The chapters contain many findings and conclusions. Among the findings are that no one teaching method is consistently superior or inferior to any other and that classroom/school climate and teacher behavior do affect student behavior. (Author/RM)

ED 141 193 SO 009 775

Keefe, Dennis R.

Energy and the Structure of Social System: Significance for Families.

Pub Date Aug 76

Note—20p.; Paper presented at annual meeting of the Rural Sociological Society (New York, New York, August 26-29, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, Energy, *Family (Sociological Unit), Family Characteristics, Family Role, Human Living, Information Networks, *Models, Role Perception, Role Playing, *Social Systems, *Sociology

The purpose of the paper is to present a model and suggest hypotheses relating the family as a social system to the concepts of human and natural energy. Human energy is interpreted as the capacity of humans, in this case, family members, for doing work and natural energy as resources such as natural gas, carbon dioxide, and heat. A behavioral model of social systems based upon 1975 research by sociologists Frederick L. Bates and Clyde C. Harvey (Batesian Model), is used to describe the mutual responsiveness of family behavior to culture, personality, interaction, and situation. Characteristics of a role in the Batesian model are: (1) behavior performed by one actor; (2) interaction with another actor or with a unit such as the family; (3) acts organized around the performance of a function; and (4) occurrence within a physical setting. Human energy and natural energy resources are important factors in many phases of family life. For example, families export energy outputs to other parts of society by working and attending school; import energy by hiring workmen within the home; and release nonhuman energy waste flows such as carbon dioxide, heat, and waste matter. Families also export and import information when family members interact and exchange information with social groups and organizations other than the nuclear family. Twenty-three hypotheses generated by the Batesian model of family and energy information conclude the paper. (Author/DB)

ED 141 194 SO 009 806

Vitullo-Martin, Thomas W.

No Exit: The Closing of Choice in Education.

Pub Date Sep 76

Note—32p.; Paper presented at Annual Meeting of the American Political Science Association (Chicago, Illinois, September 2-5, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Civil Liberties, *Cybernetics, Democracy, *Democratic Values, *Educational Policy, Educational Trends, Elementary Secondary Education, Futures (of Society), Government Role, *Housing, Policy Formation, Political Influences, Political Power, Political Socialization, Power Structure, Prediction, Public

Education, Public Policy, School Role, Social Change, Social Environment, *Socioeconomic Influences, *Technological Advancement

Future consequences of current policies related to education are discussed. The paper considers the major political effects of cybernetic and associated communications technology. These include: (1) the centralization of power in public and private spheres, (2) the shift in governmental authority from the local and state level to the federal government, and (3) the gradual elimination of free choice of housing and education for lower income people. The introduction of data acquisition and management systems, which will give us a system-management capability of substantial complexity and power, will transform America in the two social policy areas of housing and education. Technology fosters a gradual centralization of power in both the private and public spheres, and it causes a substantial change in national policies and the national politics which support them. Ideological politics is now apparent in education in the three significant areas of racial integration, sex education curriculum, and the teaching of evolution in science courses. Parents have been unable to ignore the decisions of the schools in any of these areas. The author concludes that the major force which will shape the United States in the year 2000 is a revolution in ability to control physical and social organizations. References are included. (Author/DB)

ED 141 195 SO 009 831

Wolff, Kenneth R.

Modification of Taba's Application of Principles and Social Studies Inference Tests. A Progress Report.

Pub Date Nov 76

Note—34p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cognitive Measurement, *Cognitive Tests, *Data Analysis, Educational Research, *Educational Testing, Elementary Education, Generalization, Item Analysis, *Social Studies, *Statistical Analysis, Student Ability, Tables (Data), Test Construction, Test Results, Tests Identifiers—Application of Principles Test, Social Studies Inference Test, Taba (Hilda)

An updated version of Taba's 1966 "Social Studies Inference Test" and "Application of Principles Test" for elementary students is studied. The original tests measured students' abilities to generalize and draw inferences from short paragraphs containing data relevant to social studies. The "Social Studies Inference Test" specifically measured students' ability to discriminate between various items given in the problem and to recognize the limits of the data and not over-generalize. The method used in the current research was to develop new stories from which over 200 students in grades 4-6 could draw generalizations and inferences. Strengths and weaknesses of the modified tests are listed and summary statistics on raw scores of each test instrument are reported. Results of the "Social Studies Inference Test" indicated that the new stories were easier for the students to understand, that the test is fairly reliable, and that the test efficiency should be upgraded. Results of the "Application of Principles Test" indicated fair efficiency, appropriate difficulty, but poor reliability and poor standard error of measurement. Copies of the modified test instruments are included. Additional testing, test development, and story development is recommended. (Author/DB)

ED 141 196 SO 009 913

Wirt, Frederick M.

If This Keeps up....Current School Policy Making and Political Learning.

Pub Date Sep 76

Note—23p.; Paper presented at Annual Meeting of American Political Science Association (Chicago, Illinois, September 2-5, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Changing Attitudes, Data Analysis, *Educational Policy, *Educational Trends, Elementary Secondary Education, Knowledge Level, Learning, *Political Attitudes, *Political Influences, Political Issues, *Political Socialization, Politics, Prediction, *Student Attitudes, Student Reaction

The current political conflict over school policy making is raised as a source of political learning

for the young. It is hypothesized that the current politicization of educational issues influences students as never before and that this influence has great potential for re-shaping perceptions and evaluations of the political world. In the last decade a set of constituencies of the school system has challenged authority and decisions long imposed by the education profession. Each constituency focuses on a distinctive policy which it wants altered to accommodate a new distribution on resources and values. Conflicts discussed include desegregation, finance reform, teacher power, accountability, and student rights. Common features of the new school politics include the continual power/resource struggle; centralization of authority in American government; widespread political agitation; financial problems; the political learning context of students; and the perception, judgment, and conceptualization of the political process by the young. Speculation indicates that political conflict in local schools over the last decade has provided a teaching surrogate, the salience of school issues for the young has transcended other kinds of politics, and it should have had greater effect on political learning than traditional classroom instruction. Further research on political learning among the young is needed to turn this information from speculation into data. (Author/DB)

ED 141 197 SO 009 928

A History of Japanese in Hawaii.

United Japanese Society of Hawaii, Honolulu.

Pub Date Dec 71

Note—529p.; Photographs and small type may make parts of this document marginally legible. Available from—United Japanese Society, 1149 Bethel Street, Honolulu, Hawaii 96813 (\$10.00 hard cover, \$8.00 for two or more copies, plus postage)

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Bias, *Ethnic Studies, Higher Education, History, *Immigrants, Instructional Materials, *Japanese American Culture, *Japanese Americans, Photographs, Primary Sources, Secondary Education, *Social History, *State History

Identifiers—Hawaii
This handbook contains the history of the first hundred years of Japanese activity in Hawaii, of the pioneer immigrant workers and their progeny. The book offers valuable source material to the people of Hawaii who want to know their origins and who wish to teach their children of the achievements of their ancestors. Ninety-one pages of black and white photographs depict historical events and people from 1867 to the present. Following this pictorial display there are 32 chapters. Topics include the first Japanese in Hawaii, the contributions which these immigrants made to Hawaii, plantation life, the Hawaiian revolution, the exploitation of immigrants, the struggle for equality, the Japanese and local industries, language schools, religion, statehood campaign, enemy aliens, and a new Pacific race. Some primary source material is included. Various agreements, treaties, codes, and name lists are contained in the appendices. Summaries of special celebrations held in Hawaii, each marking a milestone in the life of surviving immigrant workers and their children, conclude the book. (Author/RM)

ED 141 198 SO 009 946

Sandgren, Bjorn Asberg, Rodney

On Cognition and Social Change: A Report from a Pilot Study Regarding the Effect of Schooling on Cognitive Growth and Attitudes towards Social Change in Pakistan, Reports from the Institute of Education, University of Goteborg, No. 57.

Göteborg Univ. (Sweden). Inst. of Education.

Pub Date Oct 76

Note—102p.; Some parts of the document may be marginally legible due to quality of print

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Anthropology, *Cognitive Development, *Comparative Education, Concept Formation, Cultural Factors, Data Analysis, Educational Background, Elementary Secondary Education, *Foreign Culture, Knowledge Level, Learning Processes, Non Western Civilization, *Social Change, Socialization, Social Structure, *Sociocultural Patterns, Socioeconomic Influences, Surveys, Values

Identifiers—Pakistan

Investigation of the influence of schooling on cognitive development and its resulting attitudes toward social change in Pakistan provides insight on national development. Pakistan's rural geography, well developed class system, legacy of colonial rule, and strong family and religious traditions make it a particularly good subject for development research. Researchers, however, are often guilty of imposing a Western point of view of non-Western societies by combining myth and wishful thinking with valid observations of and knowledge about developing nations. The research project is based upon the hypothesis that education and training are the keys to progress and development in rural areas. A value free test and interview instruments were used to measure the effect of schooling on 100 Pakistani adults, 80 out-of-school children, and 114 school children. Three tests (multiple ordering, similarity, and learning and ordering) were administered to the groups to measure the cognitive aspects of their problem-solving abilities. Interviews concerning attitudes towards change and belief orientation followed the tests. Findings showed that response patterns vary by education and literacy more than by age; schooling has a noticeable effect on cognitive growth but not on social behavior; and additional schooling prompts individuals to suggest socioeconomic reform. References and survey tabulations are included. (Author/DB)

ED 141 199 SO 009 975

Dolly, John P. And Others

The Effect of Using Different Levels of Research Purpose Information to Comply with Ethical Guidelines in Classroom Research.

Pub Date Apr 77

Note—34p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bias, Cognitive Measurement, Control Groups, Data Analysis, *Educational Research, Ethical Instruction, *Ethics, *Experimental Groups, Higher Education, *Information Utilization, Research Methodology, Self Concept, Statistical Analysis, Tables (Data), Validity

An attempt was made to see what effect implementation of ethical guidelines would have on cognitive and affective data collected in a classroom setting. A total of 126 graduate and 90 undergraduate male and female subjects were assigned randomly to six treatment groups. The six groups were provided different levels of information on a continuum from no information to full disclosure of the purpose and expectations of the research. Measures were taken on a cognitive task and an affective instrument. The data among all treatment groups yielded nonsignificant differences indicating no treatment effects. This is contrary to much of the published literature. The data indicate that implementation of ethical guidelines in a classroom setting may have no effect on the internal validity of similar research being conducted. (Author)

ED 141 200 SO 009 977

Harris, J. John, III Ogle, Terry

An Analysis of Educational Policy: Implications for Minority Community Concerns.

Pub Date Apr 77

Note—37p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Change Agents, *Change Strategies, Community Attitudes, *Community Control, Decision Making, Educational Administration, *Educational Policy, Educational Trends, Elementary Secondary Education, Evaluation, Futures (of Society), Government Role, Higher Education, Individual Power, *Minority Groups, Models, Needs Assessment, *Policy Formation, Power Structure, Public Policy, Role Perception, School Community Cooperation, *School Community Relationship, School Law, Social Science Research

The paper presents a detailed overview of educational policymaking and discusses the need for minority groups to be involved in policy formation. The first section describes the distinguishing characteristics of the main elements of the functions of administration and policymaking process.

The second section examines the following three models of policymaking: the elite, group, and rational models. Twelve characteristics of public policymaking are discussed including complexity, dynamic process, decision making, action promotion, future orientation, and public interest. In the last section, the integral role that social science research has played in the development of educational policy is analyzed. It is emphasized that minority communities need to be cognizant of how policymakers use selected social science research as a basis for significant legal and policymaking decisions. Discussion focuses on the concerns minority communities have in relation to steps necessary to make educational policy more responsive to the minority community. To effect change in educational policy the minority community needs to: (1) become actively involved and knowledgeable of educational policy and its direct effect on the minority community; (2) initiate and facilitate action with and through the community and educational system; (3) maintain an open line of communication with local, state, and national representatives in government; (4) be concerned about social science research; and (5) conduct empirical research and synthesize other research. (DB)

ED 141 201

SO 009 986

Steiner, Elizabeth

Educology: Its Origin and Future.

Pub Date Apr 77

Note—37p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977). Not available in hard copy due to poor reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Conceptual Schemes, *Definitions, Degree Requirements, *Education, Educational Improvement, *Educational Philosophy, Educational Practice, *Educational Research, Educational Theories, Foundations of Education, Higher Education, Knowledge Level, Learning Processes, Scientific Concepts, Teacher Education, Teaching, Vocabulary Development

The paper defines and classifies educology and examines its merit from the perspective of philosophy of science and its significance for the methodology of educational inquiry. The term educology implies a body of knowledge with scientific merit that is unique to the description and explanation of teaching-learning processes. Chapter I discusses education as a teaching-learning process, followed by presentation of qualitative, quantitative and performance examples of education in chapter II. Chapter III presents anecdotes on educology from educational literature. The relation of educology to sociology and psychology is explored in chapter IV, followed by discussion of how to produce educology in chapter V. Two types of theory models of educology are discussed: (1) mechanistic, consisting of parts that act in predetermined ways to bring about specific effects; and (2) organismic, structured as a unit whose content and form are determined by function. Chapter VI focuses on the importance of educology in sorting out linguistic confusion in educational research. Ways of furthering educology are identified in chapter VII, including training in educational research methodology, statement of objectives in educology programs, and improved teacher education. The conclusion is that educology must have a degree program on the university level if it is to nurture and advance knowledge about education. (Author/DB)

ED 141 202

95

SO 009 987

Bloom, Joan R. Schunck, George M.

Intrinsic Rewards and Learning for Cooperation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Grant—OEG-NE-G-00-3-0109

Note—34p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affective Objectives, *Behavioral Science Research, Class Activities, Curriculum Evaluation, Data Analysis, Educational Research, Grade 7, Group Activities, *Group Behavior, Interaction Process Analysis, Learning Characteristics, Learning Motivation,

Literature Reviews, Project Training Methods, Rewards, Secondary Education, Simulation, Small Group Instruction, *Social Studies, *Student Attitudes

The study evaluates the effectiveness of a set of social studies activities in promoting cooperative interaction among junior high school students. A field experiment was designed to test three hypotheses: (1) groups which have previously worked together structure tasks more cooperatively than a newly formed group; (2) groups which have participated in curricular activities structure a given task more cooperatively than groups which have not participated; and (3) cohesiveness is greater among groups which have worked together on all curricular activities. Two experimental groups and one control group of randomly assigned 7th grade social studies students participated in five cooperative activities, involving puzzles, pantomime, and establishing game strategies. The first phase of the study took place in regular classrooms and was videotaped. During the evaluative phase of the project, one week after completion of the first phase activities, students discussed game rules, participated in a simulation, and rated group performance. Data were collected from the initial class activities and discussion, videotapes of group processes during the simulation, and a questionnaire filled out after the simulation activity ended. Findings indicated that children do organize a cooperative strategy for carrying out activity if they perceive that cooperation provides the greatest potential rewards. However, being trained together does not increase group cohesiveness. It was concluded that cooperation can be initiated by tasks that are intrinsically interesting. (Author/DB)

ED 141 203

SO 009 990

Massialas, Byron G. Simone, Martha W.

Decision Making in the School: A Participatory Model.

Pub Date Apr 77

Note—84p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Affective Objectives, Civics, Cognitive Development, Curriculum Design, *Decision Making Skills, Grade 6, Grade 7, *Learning Activities, Literature Reviews, Models, Political Influences, *Political Socialization, Program Descriptions, *School Role, Secondary Education, Skill Development, *Student Participation, Teaching Techniques

Described is a project intended to help junior high school students gain understanding and experience in political decision making. The hypothesis is that students will show an increase in political efficacy, interest, trust, and social integration when they become involved in the political functioning of their schools. This hypothesis is in direct contradiction with much previous political socialization literature, which is discussed in the first section of the paper. The school as a political system is perceived as interacting with other agencies in society such as family, church, business organizations, government and/or providing interactions among teachers, students, and administrators within the school. The model describes teaching modules including specific student activities which teach students to apply basic participatory concepts and skills to school decisions which affect them. Activities for grades 6 and 7 in the cognitive, affective, evaluative, normative, and participatory domains are suggested, including problem identification, data analysis, observation, showing political interest, bargaining, rule making, and promoting equality. The paper and pencil instruments, structured interviews, observations, attitude surveys and teacher module evaluation forms for collecting data from students, teachers, administrators, and parents are included in the appendix. (Author/DB)

ED 141 204

SO 009 997

La Belle, Thomas J.

Nonformal Education and Social Change in Latin America. UCLA Latin American Studies, Volume 35.

California Univ., Los Angeles. Latin American Center.

Pub Date 76

Note—233p.

Available from—UCLA Latin American Center, University of California, Los Angeles, California 90024 (\$5.95 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Basic Education, Adult Education, Agricultural Education, Comparative Education, *Developing Nations, Educational Alternatives, Educational Change, *Educational Development, Educational Needs, Educational Trends, Elementary Secondary Education, Literacy Education, *Literature Reviews, Models, *Nonformal Education, *Social Change, Socioeconomic Influences, Vocational Education

Identifiers—*Latin America

The book explores why nonformal education programs in Latin America fail to promote and influence desired social change. Nonformal education includes community involvement and technical training in schools after school hours, adult basic education, extension courses relating to agriculture, health, and community enterprises. The book contains seven chapters. Chapter I discusses the relationship of social policy and underdevelopment to nonformal education and suggests that different ideological perspectives of educational developers lead to inconsistencies in goal definition. Chapter II outlines relevant theoretical literature for conceptualizing education and social change. Chapters III-VI discuss nonformal education programs, including technical schools, adult education, extension and community organization programs, and integrated development programs which combine financial aid, educational expertise, community organizations, and overall objectives. The final chapter summarizes the knowledge which has been gained from nonformal education programs. It concludes that a successful strategy for nonformal education in the future will have to combine long-term alteration in man's behavior with alteration of the social structure along lines of change-strategy principles emanating from the theoretical literature. (Author/DB)

ED 141 205

95

SO 010 000

McKenna, Jon F.

Partisans and Provincials: The Political Milieu of State-Supported Education in Illinois, 1870-1920. Yale Higher Education Program Working Paper, YHEP-5.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 76

Note—42p.

Available from—Yale Higher Education Program, 37 Mansfield Street, New Haven, Connecticut 06520 (\$0.75 paper cover)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American History, *Educational History, *Educational Legislation, Elementary Secondary Education, Higher Education, Historiography, Political Attitudes, *Political Influences, Political Issues, Political Power, *Politics, Public Schools, Resource Allocations, State Government, *State Legislation, Tax Allocation

Identifiers—*Illinois

The shifting political milieu which surrounded and conditioned all of Illinois' educational endeavors in the half century after 1870 is discussed. Studies of those elements of society which have influenced the development of schools have often neglected the political milieu that affects educational policy-making at the state level. The political milieu of any state plays an important role in determining the destinies of its state-supported educational institutions. Examination of the shifting relationships, objectives, and values within the Illinois government which affected its allocation process between 1870 and 1890 may provide a valuable approach to understanding the development of public education at every level. Between 1870 and 1900 the legislature was criticized for corruption and procedural sloppiness, and the general disorderliness of its meetings did little to encourage careful consideration by merit of issues concerning state-supported education. The community-centeredness of American life before the 20th century resulted in a belief in "economy in government" and, consequently, a slow rate of increase in state appropriations. Another significant in-

fluence on the allocation of state funds in the late 1890s was the near dictatorship in state politics by Illinois farmers. The emergence of numerous organizations beginning in the mid 1890s combined with a substantial change in the appropriation process itself to push state spending steadily upward through the first decade of the 20th century. (Author/MK)

ED 141 206 SO 010 025

Undy, Harry

Our World. CEM Topic Folder No. 3.

Christian Education Movement, London (England).

Note—37p.

Available from—Christian Education Movement, 2 Chester House, Pages Lane, London N10 1PR, England (\$1.26 paper cover)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Depressed Areas (Geographic), *Developing Nations, Economic Disadvantage, Food, *Global Approach, Instructional Materials, Natural Resources, *Overpopulation, Population Distribution, Population Trends, Racial Discrimination, Refugees, Religious Education, Secondary Education, Secondary School Students, *World Problems

Identifiers—*Third World
The aim of this pamphlet is to make secondary school students aware of the interdependence of peoples throughout the world and of their own responsibility to the world at large. The pamphlet is written from a Christian and a socioeconomic perspective. The text is arranged into the following broad areas of continuing world problems: the Third World, population, food, poverty, refugees, race, resources, and "one world." It is recommended that these sections be used with a map or globe, and that they be supported by additional materials from current newspapers, magazines, and television documentaries. Each section is divided into subtopics, which are often presented in question-answer format. Maps and graphs accompany the text, and several sections are followed by assignment suggestions relating to the topic, or by illustrative quotations from the Bible and other sources. A list of organizations where students may obtain additional information and a brief syllabus of suggested readings for both teachers and students are also provided. (Author/MK)

ED 141 207 SO 010 035

Arizona History Resource Guide: A Resource Guide for Arizona Classroom Teachers.

Arizona State Dept. of Education, Phoenix.

Pub Date 77

Note—194p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Bibliographies, Elementary Secondary Education, Environmental Education, *History Instruction, Learning Activities, Resource Guides, *Social Studies, *State History, Student Projects

Identifiers—*Arizona, Bicentennial

The resource guide is structured for Arizona history and social studies teachers as an aid in planning classroom activities for kindergarten through grade 12. Developed as part of the Bicentennial program, the guide focuses on the themes of heritage, festival, and horizons. The heritage section furnishes a historical perspective for organizing projects. A parallel chronology lists significant events in American and Arizona history from 985 A.D. to 1975. Famous United States and Arizona symbols are illustrated, and national and state flags are represented as they changed throughout history. Geography and history of each of the 14 Arizona counties are described. A bibliography of 43 books and 17 historical societies concludes this section. Activities which are suggested in the festival section are categorized as paper-and-pencil, speaking, environmental, music, exhibits, arts and crafts, and patriotic and traditional holidays. These include discussion of the meaning of the Pledge of Allegiance, collecting early farm tools, and comparing maps of Columbus' time and the present. The horizons section lists concepts for possible projects in areas of careers, environmental study, medicine, and space. A selected bibliography of over 300 references about colonial life and Arizona state history concludes the guide. (AV)

ED 141 208

SO 010 038

McAdoo, Harriette Pipes

Components of Educational Achievement and Mobility in Black Families.

Pub Date 8 Apr 77

Note—22p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Black Stereotypes, *Black Students, Data Analysis, Economic Factors, Elementary Secondary Education, Family Background, *Family Characteristics, Higher Education, Literature Reviews, Parental Background, Parent Education, Parent School Relationship, Question Answer Interviews, Socialization, *Social Mobility, Sociocultural Patterns, *Socioeconomic Influences, Tables (Data)

Academic achievement of blacks is discussed in terms of sociocultural economic factors. The hypothesis was that there are no differences in measured intelligence between ethnic and racial groups when socioeconomic factors and childhood health care are equalized. Two myths have had profound impact on black education: (1) the belief in the inherent cognitive inferiority of blacks, and (2) the belief that compensatory programs have no impact on later cognitive development of minority children. To help isolate factors that have been found most supportive for black educational achievement and upward mobility, 100 middle income black parents were interviewed. Questions centered around mobility patterns over four generations, the family structure, the kin-help network, and the sources of educational and occupational aspiration. Findings indicated that the two factors most related to the quality of family life were the strong family support system and the desire for a supportive educational system. The conclusion was that the economic status of blacks as a group must be improved if their academic achievement is to improve. Remediation offered by groups such as Head Start will have only limited impact when compared to raising the general economic security of the family. Tables and references are included. (Author/DB)

ED 141 209

SO 010 039

Brown, Frank

Difficulties Associated with the Application of Social Science Data in Policy Development.

Pub Date Apr 77

Note—26p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Court Role, Data Collection, Decision Making, *Decision Making Skills, *Educational Policy, Educational Research, Government Role, *Policy Formation, Public Policy, Research Methodology, Research Needs, *Research Problems, *Social Science Research

The paper discusses problems faced by policy makers in utilizing social science research in decision making on educational issues and problems. The term social science research is interpreted as including both educational evaluation and educational research. The history of social science research and critical issues associated with social science research and public policy formulation are discussed. A review of decision making indicates that public policy makers have sought social science input on crucial issues such as resource management from the earliest days of recorded history. Foci of the paper are: (1) the user of social science research, particularly political committees composed of local, state, and federal politicians, and the courts; (2) the producer of social science research who fulfills roles of advocate and scholar and must deal with societal forces which act to control the direction of social science research; (3) social science research as a systematic area of inquiry in spite of its many data and implementation limitations; and (4) the demand for social science research. Recommendations to improve the quality and utilization of social science research are suggested, including examination of the advocacy role of researchers, inclusion of more women and minorities in research efforts, less reliance on linear models of analysis, and additional data usage. (Author/DB)

ED 141 210

SO 010 040

Bissot, Barbara Ann

Elementary Social Studies Programs and the Curriculum Development Process: A Study Conducted during Sabbatical Leave, Fall Semester, 1976.

Pub Date 76

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Evaluation, Data Analysis, Educational Change, Educational Development, Educational Improvement, Elementary Education, *Elementary School Curriculum, Higher Education, Information Dissemination, Inservice Teacher Education, Interdisciplinary Approach, *Program Evaluation, Question Answer Interviews, *Social Studies, Use Studies

The study examined the process of change and dissemination within elementary social studies programs. The methodology included becoming acquainted with programs and special projects which are available for school adoption; becoming knowledgeable about elementary social studies programs in the process of development; observing elementary social studies programs in 15 school systems; and interviewing research, development, and university personnel. Questions used in public school interviews centered on information about the city and school system, content and methods of elementary social studies, curriculum development and change, and inservice programs for teachers. In analyzing data, consideration was given to the variance in organization of social studies curricula among schools. Findings indicated that a gap exists between material that is available and material that is being used in social studies programs. It was concluded that more attention should be given to designing comprehensive social studies curriculum which provides continuity of learning. Universities can contribute to an improved social studies curriculum through dissemination of information on what is available, assisting in curriculum construction, and preparing teachers and principals for curriculum change. (Author/DB)

ED 141 211

SO 010 041

What Every Child Should Know...Social Studies. Course of Study, Criteria for Textbook Selection.

Arizona State Dept. of Education, Phoenix.

Pub Date Aug 74

Note—67p.; For a related document, see SO 010 042

Available from—Arizona Department of Education, 1535 West Jefferson, Phoenix, Arizona 85007 (free)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—American Government (Course), Cognitive Objectives, *Course Content, *Course Objectives, Curriculum, Curriculum Planning, Economics, Educational Objectives, Elementary Secondary Education, Geography, Performance Based Education, *Social Studies, Social Studies Units, *State Curriculum Guides, *Textbook Selection, Unit Plan, Units of Study, World History

Identifiers—Arizona

This state curriculum guide outlines the knowledge objectives for elementary and secondary social studies in Arizona. The purposes of the guide are to present the minimum content of the course of study for geography, economics, world history, and government, and to serve as the educational content criteria for selection of state adopted textbooks. The guide is divided into sections by subject area. Each section contains similar information relating to the specific subject scope, including definition of the discipline; major goals and subgoals; and facts, principles, skills, and concepts. The major goals and subgoals are marked to indicate whether major emphasis should be stressed in the elementary or secondary grades. (JR)

ED 141 212

SO 010 042

What Every Child Should Know...United States and Arizona History. Course of Study, Criteria for Textbook Selection.

Arizona State Dept. of Education, Phoenix.

Pub Date Aug 74

Note—39p.; For a related document, see SO 010 041

Available from—Arizona Department of Education, 1535 West Jefferson, Phoenix, Arizona 85007 (free)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cognitive Objectives, *Course Content, Course Objectives, Curriculum, Curriculum Planning, Educational Objectives, Elementary Secondary Education, Social Studies Units, *State Curriculum Guides, *State History, *Textbook Selection, *United States History, Unit Plan, Units of Study

Identifiers—Arizona
Presented in outline form, this curriculum guide lists the educational goals and objectives for Arizona elementary and secondary courses of study in United States history and Arizona history. The purposes of the guide are to present the minimum content of study for the individual subject areas and to serve as the educational content criteria for selection of state adopted textbooks. The guide is divided into two parts, United States history and Arizona history, and each part is divided into sections which are set forth chronologically. Under each section heading is a list of important people, places, ideas, and events which pertain to the particular era of American or Arizona history. Following this list is the basic goal to which the teacher shall give attention and consideration in his or her classroom presentation. Each goal is preceded by an abbreviation to indicate grade level, either elementary or secondary. (Author/JR)

ED 141 213 SO 010 047
Menlo, Allen

Notes on a Staff-Team Approach to the Preparation of Educational Psychologists as Facilitators of Energizing Experience in College Teaching.
Pub Date 6 Apr 77

Note—10p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Objectives, Arousal Patterns, Classroom Communication, *Classroom Environment, Educational Psychology, Elementary Secondary Education, *Emotional Experience, Higher Education, Interaction Process Analysis, Student Attitudes, *Student Motivation, Student Participation, Student Teacher Relationship, Teacher Attitudes, Teacher Role, Teaching Methods

This paper explores the value, the sources, and the components of energizing experiences in college classrooms. Energizing experiences are described as moments of interest and excitement or vitality within the college classroom environment. Data on energizing experiences were gathered from the team teaching experiments by graduate students in educational psychology at the University of Michigan, and through text readings on the subject. The paper is arranged in three sections. The first section, concerned with the value of energy in the classroom, maintains that the energizing experience is an objective in itself, as well as a means to subject matter achievement. Conversely, subject matter may be a means to the energizing experience. Section two cites factors and conditions which create an energy flow within the classroom. The final section focuses on the teacher as the source of classroom energy and on the beliefs, behaviors, skills, and design knowledge conducive to the energizing experience. (KC)

ED 141 214 SO 010 048
Social Studies Highlights Report, 1974-75. Bulletin 1459.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date 76

Note—74p.; Some tables may be of marginal print quality; Report prepared by Bureau of Educational Assessment, State Dept. of Education

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Civics, Comparative Analysis, *Educational Assessment, *Educational Needs, Elementary Secondary Education, Evaluation, *Social Studies, *State Surveys, Tables (Data), *Test Results

Identifiers—*Louisiana

Methodology and results of social studies assessment in Louisiana are reviewed, and student performance is compared to national and southeast regional norms. A total of 15,000 students ages nine, 13, and 17 were surveyed during 1974-75. The assessment instrument covered five major objectives of social studies instruction as identified by a community survey. Some of the questions were based on National Assessment of

Educational Progress social studies items. Results show that the nine-year-olds are slightly below the national average and even with peers in the southeast. They score highly in commitment to democratic principles, but have low understanding of the human condition and government machinery. The 13-year-olds score below national and regional averages. Comprehension of governmental apparatus and commitment to democratic principles are both low. The 17-year-olds, also below national and regional averages, have a good understanding of the human condition and the workings of government. However, they have difficulty in reaching conclusions logically. Charts illustrate comparative achievement by age groups. Additional sections of the report (1) compare student performance within state regions, (2) list percentages of correct and incorrect responses to specific questions by age group, and (3) suggest remedial actions for parish, state, and university groups. (AV)

ED 141 215 SO 010 050
Springhorn, Ron G.

Psychological and Physiological Alternatives in the Control of Human Communicative Behavior.
Pub Date Mar 77

Note—14p.; Paper presented at Eastern Communication Association Convention (New York, New York, March 24-26, 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavior, Behavioral Sciences, *Behavior Change, Behavior Development, *Conditioned Response, Decision Making Skills, Experimental Psychology, *Human Development, Hypnosis, Personality Change, Prediction, *Psychology, Psychotherapy, *Technological Advancement, Technology

The paper considers whether precise control over the actions, thoughts, emotions, and desires of individuals is desirable. New technological methods for controlling human behavior enable systematic manipulation of people and promise an even greater degree of manipulation in the near future. Arguments for and against behavior control are presented. On the favorable side, social problems involving motivation and incentive could be solved by behavior change. On the negative side, many psychologists and other individuals fear totalitarian technocracy and dehumanization. Three divisions of behavior control are identified: (1) control by information received from a patient in psychotherapy through the use of insight or action therapy; (2) control by information through hypnosis, conditioning, and electronics; and (3) control by coercion through drugs and surgery. The two major types of conditioning are classical, which deals with control of involuntary behavior, and instrumental, which deals with systematic control of voluntary behavior. Five conditioning techniques are discussed, involving punishment, reward, reinforcement, and desensitization. The paper concludes with the prediction that the capacity for behavior control will continue to grow. (Author/DB)

ED 141 216 SO 010 052
Timpson, William M.

Cross Cultural Considerations for Education and Research.

Pub Date Apr 77

Note—10p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Capitalism, Comparative Analysis, *Comparative Education, Cross Cultural Studies, Cultural Awareness, *Cultural Differences, Educational Environment, Educational Philosophy, Educational Practice, *Educational Trends, Graduate Study, Higher Education, Political Influences, *Socialism, Sociocultural Patterns, Values

Identifiers—*China, *USSR

Sociopolitical influences on education and research in the United States, China, and the Soviet Union are contrasted. Discussions with American scholars who have knowledge of educational practice in socialist nations are presented. The major philosophical difference stressed by these scholars is the pervasive influence of dialectical materialism on interpreta-

tion of scientific data. Institutional considerations of Soviet higher education include highly selective admission policies, financial aid, and guaranteed employment. Soviet educational research stresses qualitative detail and process complexity, although on smaller scale projects than are generally undertaken in American research. Post-revolutionary China has focused on sacrifice of traditional academic freedoms in favor of collective interests, acceleration towards socialism and communism, and the joining of work and schooling. Investigation of Western scholarly research indicates that philosophical/political influences are present under the cover of neutrality and objectivity. The conclusion is that Western education and research will improve if graduate students study sociopolitical theory; emphasize mutual cooperation, criticism, and self-criticism; and direct their research towards socially defined goals. Financial support, employability, and a planned collective ethic are suggested as improvements in our capitalist orientation towards education and research. (Author/DB)

ED 141 217 SO 010 053
Implementing Energy Education in Florida's High Schools: A Two-Week Credit Institute for Teachers in South Florida. Final Report, Volume I.

Florida State Univ., Tallahassee. Environmental Education Project.

Spons Agency—Energy Research and Development Administration, Washington, D.C.

Pub Date 77

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum Development, *Energy, Energy Conservation, *Environmental Education, Environmental Influences, *Inservice Teacher Education, Institutes (Training Programs), Interdisciplinary Approach, Learning Activities, Professional Training, Secondary Education, Skill Development, Teacher Improvement, Teacher Workshops, Teaching Skills, *Teaching Techniques

A 1977 inservice teacher training workshop in implementing energy education in Florida high schools is described. Designed for secondary teachers of science, social studies, vocational education, environmental studies, and home economics, the two-week workshop provided specific content instruction and teaching methods related to energy and energy conservation. Thirty-five teachers were given an overview of energy, environment, economics, and ethics through investigation of topics such as nuclear power, alternative energy sources, biological energy systems, and electrical power generation. Speakers included environmental experts from state and local government, universities, private industry, and citizens' organizations. Participants were introduced to curriculum models and given the opportunity to develop their own energy education units. It was recommended that future institutes include more equal representation of teachers from all target disciplines, increased urban participation, flexibility of workshop schedules, and an advance mailing of readings to each participant. The document includes a list of participants, a daily schedule of activities, a media and materials list, and evaluation forms. (Author/DB)

ED 141 218 SO 010 056
Sliotman, Joseph P., Ed.

Spatial Stages Development in Children and Teacher Classroom Style in Geography. International Research in Geographic Education.

Western Michigan Univ., Kalamazoo. Dept. of Geography.

Spons Agency—International Geographical Union; Western Michigan Univ., Kalamazoo. Dept. of Geography.

Pub Date Jun 76

Note—254p.

Available from—Department of Geography, Western Michigan University, Kalamazoo, Michigan 49008 (\$3.50 paperbound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Case Studies, Child Development, Cognitive Development, *Comparative Education, Concept Formation, Cultural Differences, Elementary Secondary Education, *Geography Instruction, Human Development, Instructional Improvement, Knowledge Level, *Literature Reviews, *Perceptual Development, Psycholog-

ical Characteristics, *Psychology, Social Science Research, Space Orientation, Student Evaluation of Teacher Performance, Tables (Data), Teacher Role, *Teaching Styles

Identifiers—Brazil, Canada, Cyprus, Hong Kong, New Zealand, Nigeria, Piaget (Jean), Quebec

The papers and research reports in this monograph form two parts. Part I is intended to help geography educators learn more about how children conceptualize space. The validity of Piaget's views on the evolution of conceptions of territorial size among children of different countries was investigated. Reflecting a different concern for educators in general, Part II provides evidence as to how students of geography in the secondary schools of various countries perceived their teachers' teaching styles. The five research reports in part I present a general review of the literature of territorial concept development experiments in the United States, Brazil, and Canada, and measure geographic knowledge by Piaget's spatial stages. Part II begins with a survey of educational research techniques for investigation of teacher-pupil interactions. It includes the "Student Perception of Teacher Style" test (SPOTS), which is the instrument used for the investigations of pedagogical processes in London, New Zealand, Cyprus, Quebec, Nigeria, Hong Kong, and the United States. The concluding article offers a general analysis of the teaching style research included in the monograph and suggests applications of SPOTS as a feedback technique for teachers. Abstracts of each paper in English, French, and Russian are included. Questionnaires of student perceptions of teacher styles are presented in the appendix. (Author/DB)

ED 141 219 SO 010 057
Materials for Using American Issues Forum in the American History Classroom. Topic VI: The Business of America.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 76
Note—78p.; Several pages of the original document are copyrighted. They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Business, Capitalism, Case Studies, Class Activities, Curriculum Design, Curriculum Development, Curriculum Guides, *Economic Education, Economic Factors, Government Role, Grade 11, History Instruction, Instructional Materials, Learning Activities, *Learning Modules, Secondary Education, *Social Studies, Teaching Methods, *United States History

Identifiers—*American Issues Forum

Classroom strategies for examining American history in light of business issues are described. Designed to be used selectively by teachers in the 11th grade social studies classroom, the materials are presented in fieldtest condition to allow for modifications and substitutions in response to feedback from teachers and students. The eight modules presented are: (1) private enterprise in the market place; (2) empire building; (3) the development of United States industry; (4) the petroleum industry in the United States 1920-60; (5) multinational corporations; (6) the impact of empire building; (7) subsidizing and regulating: controlling the economy; and (8) selling the consumer. Format of the modules varies, but generally includes an introduction to the topic, listing of objectives, directions for carrying out suggested activities, and suggestions for establishing a set of basic generalizations about the topic. Background essays, data sheets, tables, charts, discussion questions, teachers guides, and transparencies are included as needed. The wide variety of suggested activities includes simulation games, class discussion, student readings, data analysis by individuals and groups, class reports, role playing, class visitations, debates, case study approaches, and a class play. An evaluation form and appendices containing additional information for teachers are included. (Author/DB)

ED 141 220 SO 010 060
Working in America, Part I. Materials for Using American Issues Forum in the American History Classroom, Topic V.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 76

Note—67p.; Several pages of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 010 061-062 and ED 134 525

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Classroom Materials, Concept Formation, Employment Opportunities, Grade 11, History Instruction, Instructional Materials, Job Satisfaction, *Labor, Labor Force, Labor Problems, Learning Activities, Learning Modules, Resource Materials, Secondary Education, *Social Studies, Socioeconomic Influences, Teaching Methods, *United States History, *Work Attitudes, Work Environment

Identifiers—*American Issues Forum
The learning module is the first in a three part series which examines American history in light of industrial development and expansion. Presented in field test condition to allow for feedback from students and teachers, the booklet explores the American work ethic through presentation of an extensive teacher background section, eight class exercises, and 50 ideas for additional activities. The learning activities are designed to help 11th grade social studies students develop concepts and understandings related to American labor history. The topics of the activities include labor imports, treatment of laborers, working conditions, upward mobility, worker attitudes, alienation, and success factors. Learning activities comprise reading and writing assignments, class discussion, hypothesis formulation, panels, art work, role playing, character research, and attitude measurement. The format of the exercises generally includes objectives, materials, strategy, and evaluation. Sample teacher questions, background information, illustrations, and newspaper clippings are included where relevant. The list of 50 supplementary ideas suggests community interviews, novel reviewing, a cartoon club, a labor history center, and a profile of local labor beliefs. An evaluation form for teachers, a bibliography, film list, and an annotated listing of simulations are included. (Author/DB)

ED 141 221 SO 010 061
Working in America, Part II. Materials for Using American Issues Forum in the American History Classroom, Topic V.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 76

Note—77p.; Several pages of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 010 060-062 and ED 134 525

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Child Labor, Classroom Materials, Concept Formation, Employer Employee Relationship, Government Role, Grade 11, Industrial Relations, Instructional Materials, Labor Conditions, Labor Demands, Labor Force, *Labor Problems, *Labor Unions, Learning Activities, Learning Modules, Secondary Education, *Social Studies, *United States History, *Work Environment

Identifiers—*American Issues Forum

The module is the second in a series which examines American history in light of industrial development and expansion. Presented in field test condition to allow for feedback from students and teachers, the booklet explores organization of the labor force through presentation of 10 class exercises. The first section presents a background discussion of labor force history to provide teachers with historical information. Following this background discussion is a series of classroom exercises designed to help students develop concepts and understandings related to organized labor. Topics include strikes, the eight-hour day, the five-day week, the Knights of Labor, child labor, labor-management relations, factory life, business enterprises, the future of organized labor, and American attitudes towards union control of government. Learning activities include article and illustration analysis, debate, class discussion, folk singing, social theory criticism, hypothesis formulation, role playing, and economic analysis. The format of the exercises

generally includes objectives, materials, strategy, and evaluation. Sample teacher questions, background information, illustrations, newspaper clippings and folk songs are included where relevant. An evaluation form for teachers, resource materials, poems, illustrations, articles, interviews, and copies of letters pro and con labor are provided. (Author/DB)

ED 141 222 SO 010 062
Working in America, Part III. Materials for Using American Issues Forum in the American History Classroom, Topic V.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 76

Note—43p.; Several pages of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 010 060-061 and ED 134 525

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bureaucracy, Classroom Materials, Concept Formation, Economically Disadvantaged, Government Role, Grade 11, Instructional Materials, Labor, Learning Modules, Leisure Time, Minority Groups, Public Opinion, Resource Materials, Secondary Education, *Social Studies, Socioeconomic Influences, *United States History, *Welfare, Welfare Recipients, Welfare Services, Work Environment

Identifiers—*American Issues Forum

The learning module is the third in a series which examines American history in light of industrial development and expansion. Presented in field test condition to allow for feedback from students and teachers, the booklet explores the welfare state and minority employment through presentation of an extensive teacher background section and 10 class exercises. The learning activities are designed to help 11th grade social studies students develop concepts and understandings related to welfare. Topics include causes of poverty, choice of occupation, low income and minority groups, applying for jobs, welfare, leisure time, work attitudes, and the American dream of prosperity. Learning activities include filling out a sample employment form, role playing, skits, class discussion, mock opinion polls, community interviews, and analysis of literary passages. The format of the exercises generally includes objectives, materials, strategy, and evaluation. Also included where relevant are questions for class discussion and interviews with welfare recipients, background information for students and teachers, survey findings, character profiles, quotations, questionnaires, and employment forms. All information necessary for carrying out these activities is presented. An evaluation form for teachers and a bibliography are included. (Author/DB)

ED 141 223 SO 010 063
Deseran, Forrest A. And Others
Community Satisfaction as Definition of the Situation: Some Conceptual Issues.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Pub Date Aug 76

Note—31p.; Paper presented at Annual Meeting of the Rural Sociological Society (New York, New York, August 26-29, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Community Attitudes, Community Study, Concept Formation, Definitions, *Literature Reviews, Longitudinal Studies, Research Needs, Research Problems, Social Change, Social Environment, *Social Indicators, *Social Science Research, *Sociology, Vocabulary Development

The concept of community satisfaction is often discussed in sociological research on subjective social indicators. The hypothesis of this paper is that clearer understanding of the concept of community satisfaction is necessary if research measuring the concept is to be valid. The paper concentrates on three areas of concern. Section I reviews previous research efforts treating community satisfaction, beginning with the pathbreaking study by sociologist Vernon Davies in 1945. The major problem with most studies has been that they focus on the determinants of community satisfaction with little discussion of more general

conceptual concerns. Section II presents a critical assessment of the term as it has been used and maintains that some researchers have not taken into consideration how community members define their own situations. The authors argue that an understanding of the objective nature of community must precede any attempt to interpret community attitudes. Section III suggests a conceptual scheme in which community satisfaction may be understood as tri-dimensional, composed of: (1) factual knowledge to provide the descriptive content; (2) evaluative direction to suggest personal appraisal of a situation; and (3) salience to indicate the relevance of a circumstance to the actor. Additional research on the problem of relevance of community satisfaction with regard to specific issues such as school busing is recommended. References are included. (Author/DB)

ED 141 224 95 SO 010 071

Cuban, Larry

Determinants of Curriculum Change and Stability, 1870-1970.

Spons Agency—National Inst. of Education, Washington, D.C. Task Force on Curriculum Development.

Pub Date 15 Oct 76

Note—89p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Classroom Environment, Curriculum Development, Curriculum Evaluation, *Curriculum Research, *Educational Change, Educational Development, Educational Environment, Educational Finance, *Educational History, Educational Legislation, *Educational Trends, Elementary Secondary Education, Federal Aid, Literature Reviews, Political Influences, *Social Change, Socialization, Socioeconomic Influences, *Teacher Influence

This paper analyzes the planned and unplanned external and internal forces that influence curriculum. Three questions guide the analysis of curriculum change in American schools during the 20th century: what forces changed curriculum? what forces maintained stability? which forces are amenable to planned change and are appropriate candidates for federal research funds? A review of literature on classroom environment in the late 19th and early 20th centuries indicates that only marginal changes occurred in teaching. External and internal forces which brought stability to curriculum are identified as socialization, national performance tests, educational legislation, and the conservative nature of teaching. Federal research funds should be spent to provide policymakers with more information to help them distinguish between patterns and transient happenings. Once this information is available, policymakers can determine which areas can best be influenced by funding. Findings indicate that although schools are vulnerable to social change, which leads to curricular changes, these changes affect content and theory more than instruction and classroom environment. Curricular change and stability over the last century are explained by organizational traits of schools as independent units and as members of a larger system, the traditional nature of schooling as a compulsory process, the nature of classroom instruction, and teacher characteristics. Further research is needed to explore reasons why teachers have been and remain the source of both curricular change and stability. (Author/DB)

ED 141 225 SO 010 079

The Humanities Strand of Project Search. The Humanities Series.

State Univ. of New York, Albany. Office of the Regents.

Spons Agency—John D. Rockefeller, 3d Fund, New York, N.Y.

Pub Date 76

Note—54p.; Table on page 37 may not reproduce clearly: The entire document is of marginal legibility due to small print size

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Affective Behavior, *Affective Objectives, *Cognitive Objectives, Critical Thinking, *Educational Objectives, Elementary Secondary Education, *Humanistic Education, *Interdisciplinary Approach, Moral Development, Moral Values, Process Education, Skill Development, Social Responsibility, Social Values, *Values

Identifiers—Project Search

The educational objectives of Project Search are discussed. Project Search is a pilot consortium of school districts across the state of New York which was initiated by the University of the State of New York. Focusing on the need for humanistic education in elementary and secondary schools, the project attempts to serve as a vehicle for integrating different subject areas into a cohesive curriculum. Emphasis is on helping students develop the means to make value commitments. The first objective of the project is the teaching of reasoning skills. These are essential for the clear consideration and assessment of values. Affective education, the project's second objective, is integral in the development of the whole person. A third objective is an interdisciplinary approach, which can be put into effect by such strategies as inviting outside speakers to the classroom and "fusing" two or more courses into an integrated unit. Values education is the fourth objective of Project Search. The values inquiry steps which the project proposes have been designed on the premise that a person is the sum of his choices. A selected bibliography follows the discussion of each of the project's objectives. This issue is part of the humanities series of the University of the State of New York. (Author/MK)

ED 141 226 SO 010 080

Bergsten, C. Fred De Castro, Bruce

An Analysis of U.S. Foreign Direct Investment Policy and Economic Development. A.I.D. Discussion Paper No. 36.

Agency for International Development (Dept. of State), Washington, D.C.; Brookings Institution, Washington, D.C.

Pub Date Nov 76

Contract—AID-CM-OTR-C-73-211

Note—123p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Business Responsibility, Capital, Case Studies, Data Analysis, *Developing Nations, *Economic Development, Economics, Finance Reform, *Financial Policy, Financial Support, Foreign Countries, Government Role, *Investment, Needs Assessment, Policy Formation, Tables (Data), Taxes, Tax Rates

The purpose of the paper is to analyze U.S. policies toward financial investment in developing nations. The paper is presented in two sections. In section I, the controversial effects of direct foreign investment on development are discussed. Case studies of investment policies toward India, the Philippines, Ghana, Guatemala, and Argentina are presented. Review of theoretical and empirical knowledge concerning the impact of direct foreign investment on development indicates serious limitations in existing expertise. The effects of national income, jobs, and government revenues are generally positive. However, the impact on balance-of-payment positions and the exploitative nature of much investment are criticized. Section II presents an appraisal of post World War II investment policies. Topics discussed include taxation of foreign income, tax provisions applicable to developing countries, exportation losses, alternative approaches, trade policies, risk insurance, and balance-of-payment controls. Review of these policies indicates that the effects of the American tax system in promoting direct foreign investment are highly questionable. The conclusion is that U.S. policy should respond differentially to particular cases and to interactions between policies of the host and home countries. (Author/DB)

ED 141 227 SO 010 084

Snelbecker, Glenn E.

The Educational Psychologist as Architect.

Pub Date 5 Apr 77

Note—18p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Psychology, *Effective Teaching, Higher Education, *Information Dissemination, Information Utilization, *Innovation, Researchers, *Research Utilization, Teaching

The gap between researchers or theorists and practitioners in the field of educational psychology can be bridged through the formation of a middle group of professionals concerned with knowledge utilization. The paper justifies this new direction by discussing the lack of communica-

tion and even frequent antagonism between these two major fields. This lack of communication not only contributes to the low-prestige image of the knowledge utilization field, but also creates confusion concerning the roles of those professionals in both fields. To bridge the gap, a group of "architect design specialists" could fulfill the need for a new direction in educational psychology. The term "architect" refers to one who creatively designs answers to practical problems based upon scientific information. Advantages to a new direction would include a more systematic classifying system, better informed teachers and personnel and the creation of a new field in educational psychology for architect-design specialists. Two charts map out the "guidelines for the use of psychology information in subject matter areas. (KC)

ED 141 228 SO 010 087

Deiseach, Donal

Family Life Education in Canadian Schools.

Canadian Education Association, Toronto (Ontario).

Spons Agency—Department of National Health and Welfare, Ottawa (Ontario).

Pub Date Jun 77

Note—46p.; French translation by Eric E. Schwartz

Available from—Canadian Education Association, 252 Bloor Street, West, Toronto, Ontario M5S 1V5, Canada (\$2.00 paper cover)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Education, Educational Needs, Elementary Secondary Education, *Family Life Education, Foreign Countries, *National Surveys, *Program Content, Program Evaluation, *Sex Education, Teacher Attitudes

A survey determined the extent to which Family Life Education (FLE) has been introduced into Canadian schools. FLE refers to a school program or activity aimed directly at enhancing students' understanding of personal development and family living. Results are presented in three sections: adoption of FLE by school districts, district perspectives on FLE, and classroom perspectives on FLE programs. Introduction of FLE appears to be more likely in larger school districts, districts serving highly populated areas, separate school districts, and districts with a greater number of trustees. Titles of FLE programs tend to emphasize the total moral, personal, and social development of the child. Program coordinators' advice to school boards includes keeping parents informed and involved, sponsoring teacher workshops, and making FLE courses optional. Elementary level FLE stresses family relationships, junior high FLE explores the social and personal life of the young adolescent, and senior high FLE covers sexual content including venereal disease, birth control, and abortion. Almost all students through grade eight participate in FLE programs, but a lower proportion of secondary level students participate. Teachers consider the program to be necessary for all students, and they feel comfortable teaching it. A copy of the survey questionnaire is included. The entire report is written in parallel columns of French and English. (Author/AV)

ED 141 229 SO 010 091

Jorin, Valerie, Ed.

The Need for Manpower Specialists: A New Role for Social Workers. A Report of the National Workshop on Manpower Curriculum Development in Social Work (New York, New York, April 11-13, 1973).

Columbia Univ., New York, N.Y. School of Social Work.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date [73]

Grant—DL-92-34-70-16

Note—111p.; For a related document, see SO 010 092

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Curriculum Development, Doctoral Programs, Federal Programs, Field Experience Programs, *Graduate Study, Higher Education, *Interdisciplinary Approach, Manpower Development, *Manpower Needs, Professional Training, Program Descriptions, Social Welfare, *Social Work, Social Workers

This conference report is one of three volumes issued by the Laboratory for Community Programming at the conclusion of its three-year, experimental program. The Laboratory was created to study and initiate programs correlating the field of social work with that of manpower needs. Papers presented explore the major questions concerning processes in social work and manpower, collaboration and competition, and curriculum content. They are arranged in four sections. Section one focuses on the need for the mutual development of social work and manpower programs, as well as the problems, challenges, and trends anticipated by this collaboration. Section two, notes and comments, addresses several questions. Briefly considered are such questions as why social workers should be involved in manpower, what kind of preparation is necessary, what jobs are to be done, and what is the role of social work education. The third section is devoted to curriculum development in the social work/manpower field. This section contains outlines for an interdisciplinary seminar, a master's degree program, a doctor's degree program, and the manpower components in a social work curriculum. The reports in section four consider the future by discussing challenges that must be met while urging caution in the development of new programs. Implications for the National Association for Social Workers are also discussed. (KC)

ED 141 230 SO 010 092
Jorin, Valerie

Social Workers and Manpower Programs: An Experimental Approach to Professional Training and Curriculum Development. Final Report 1970-1973.

Columbia Univ., New York, N.Y. School of Social Work.

Spons. Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date [73]

Grant—DL-92-34-70-16

Note—98p.; For a related document, see SO 010 091

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Programs, *Curriculum Development, Demonstration Projects, Federal Programs, *Field Experience Programs, *Graduate Study, Higher Education, Interdisciplinary Approach, Internship Programs, Management Education, *Manpower Development, Manpower Needs, Professional Training, Program Descriptions, *Public Administration Education, Social Services, Social Welfare, *Social Work, Training Laboratories, Welfare Services
This conference report is one of three volumes being issued by the Laboratory for Community Programming at the conclusion of its experimental program. This third volume is a comprehensive report on the three-year Laboratory project, including descriptions of student field work experiences during the Laboratory's definitive last year. This laboratory experiment was organized in recognition of the increasing demand for manpower specialists created by federally funded programs and of the need for unification between social workers and manpower organizations. This program performed three major functions: (1) the development of a training program in which graduate students in social work served internships in diverse community and federal manpower organizations; (2) the availability of technical assistance to these organizations in terms of community organizing, program and staff development, and mediating; and (3) the initiation of a social work curriculum devised to familiarize the student with the world of work and with the coordination of manpower programs and social work through a new approach to field work. Six essays by students involved in the experimental field work program reflect positive results for both the students and the organizations involved in the laboratory project. The appendix lists texts, course outlines, related papers and a proposal for a manpower development and training institute. (KC)

ED 141 231 SO 010 101
Ott, Mary Diederich

Results of Fall 1975 Survey of Engineering Freshmen (Revised).

Pub Date [76]

Note—47p.; For related documents, see ED 127 247-248

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Research, Engineering, *Engineering Education, *Females, Groups, Higher Education, Literature Reviews, Research Methodology, Research Problems, Statistical Analysis, *Student Characteristics, *Surveys

In this revised version of ED 127 248, the author has re-evaluated response data from a survey of 1680 selected engineering freshmen at 42 schools. The survey was an effort to identify distinguishing characteristics of the increasing numbers of women entering engineering programs. Respondents, who included men and women, were asked to give information about family and educational background, study habits, social life and extracurricular activities, work experience, political views, personality traits, financial status, career attitudes, factors influencing choice of curriculum, and future educational plans. The introductory narrative section of the revised edition is identical to that of ED 127 248, describing how the author selected representative groups of students and how she weighted response data. Response data were reprogrammed due to an error in computer programming for the initial report. The result is that there are now more significant levels of difference between the responses of men and women than there were originally. The body of the report contains lists of comparative response data for each of the 230 questions on the survey. Significance of difference is indicated where there is none, where it is at the five percent level, and where it is at the one percent level. (AV)

ED 141 232 SO 010 106

The Federal Civil Rights Enforcement Effort -- 1974. Volume VII: To Preserve, Protect, and Defend the Constitution. A Report of the United States Commission on Civil Rights, June 1977.

Commission on Civil Rights, Washington, D.C.

Pub Date Jun 77

Note—215p.; For related documents, see ED 107 754-756, ED 102 071, ED 109 291, ED 115 752; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Policy, Affirmative Action, American Indians, Asian Americans, Blacks, Business Administration, Civil Liberties, *Civil Rights Legislation, Equal Opportunities (Jobs), Federal Aid, *Federal Government, *Federal Programs, Females, Feminism, *Government Role, Housing Discrimination, Minority Groups, Policy Formation, Program Administration, Program Effectiveness, *Program Evaluation, Racial Discrimination, Racial Integration, Sex Discrimination, Spanish Americans

This report evaluates the status of civil rights oversight and policymaking by the White House and Office of Management and Budget (OMB) during the Nixon-Ford administrations, from 1972 to 1976. The report documents the activities of the White House, OMB, the Federal Regional Councils, and the Federal Executive Boards. Housing, school desegregation, business enterprises, and federal grants in relation to the prominent minority groups are investigated. The administration's failure to enforce Federal civil rights legislation during 1972-76 is attributed to the executive branch of government. This branch failed to provide policymakers with effective means to discover the nature of problems or to suggest ways to implement corrective action. In the belief that executive direction is indispensable to civil rights legislation, it is recommended that the President assume responsibility for Federal civil rights enforcement programs and that a cabinet-level position be created whose role would be to strengthen enforcement programs. It is also recommended that a Division of Civil Rights within the OMB be established. (KC)

ED 141 233 SO 010 107

Assessment of Social Studies Learning of California Seventh Grade Students: A Report to the California Legislature, as Required by Assembly Concurrent Resolution No. 139.

California State Board of Education, Sacramento.; California State Dept. of Education, Sacramento.

Pub Date 76

Note—78p.; Some parts may be marginally legible due to print quality of the original document

Available from—Sales Unit, Bureau of Publications, P.O. Box 271, Sacramento, California 95802 (\$0.65 paper cover)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Achievement Tests, Comparative Analysis, *Educational Assessment, Educational Testing, Evaluation Methods, Grade 7, National Competency Tests, Performance Tests, *Program Evaluation, Public Schools, *Social Studies, Standardized Tests, Student Evaluation

Identifiers—California, California Social Studies Test, Sequential Tests of Educational Progress

The aims of the report are threefold: (1) to assess the general level of social studies learning of seventh grade students in California public schools; (2) to provide a comparison of the general level of social studies learning to those of other curriculum areas; and (3) to provide a comparison of the relative level of social studies learning by students in urban, suburban, and rural areas. Two different test instruments were administered to a sample of seventh grade students in approximately 65 schools throughout California. The "Sequential Tests of Educational Progress" (STEP), a standardized test, was administered to assess the level of performance of California students in relation to students nationwide. Second, a new test, the "California Social Studies Test" (CSST), was developed to identify particular areas of strength and weakness in the social studies learning of California students. California students performed below the national average on STEP. The CSST revealed areas of strength including knowledge of government, identifying values and value conflicts, making inferences about cultural practices, and acceptance of others. Areas of weakness were knowledge of social science concepts, work-study skills, comprehension of social studies text, and knowledge of rights and responsibilities. Scores for students in suburban communities and medium-size cities were slightly higher than scores for students in urban and rural communities. (MK)

ED 141 234 SO 010 109

Tomasi, Lydio F.

The Ethnic Factor in the Future of Inequality.

Center for Migration Studies, Inc., Staten Island, N.Y.

Pub Date 73

Note—39p.

Available from—Center for Migration Studies, 209 Flagg Place, Staten Island, New York, New York 10304 (\$1.00 paperbound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cultural Background, Cultural Factors, *Cultural Pluralism, *Ethnic Groups, Ethnic Studies, Futures (of Society), Group Membership, Human Dignity, Immigrants, *Social Change, Social Development, Social Problems, Social Responsibility, *Social Stratification, Social Structure, Social Systems, Social Values, *Sociology, Theories, *United States History

The paper analyzes how the attempt to assimilate ethnic groups into American society has contributed to social, economic, and political inequality. The hypothesis is that the official model of classical sociology has blinded us to a vast range of social phenomena which must be understood if we are to cope with the problems of contemporary America. While not often explicit, the American ideal that ethnic groups should be incorporated into the melting pot has created a society in which many observable forms of inequality are perpetuated. This stratification analysis extends the concept of poverty beyond the narrow limits of income to include political and personal relations. Among issues addressed are immigrant history, social acceptance, power and elitist vs. minority perspectives on education, religion, opportunity, and self-concept. A theory of ethnicity is advanced which explains ethnic identification as an integration of belongingness, self-esteem, the need for community relationships, symbolic interaction, and human understanding. The conclusion is that the ultimate aim of social policy in a democracy is to eliminate various forms of institutionalized inequalities rather than ethnicity, which is a basic right. References are included in the document. (Author/DB)

ED 141 235 SO 010 110

Tomasi, Lydio F.

The Italian American Family: The Southern Italian Family's Process of Adjustment to an Urban America.

Center for Migration Studies, Inc., Staten Island, N.Y.

Pub Date 72

Note—47p.

Available from—Center for Migration Studies, 209 Flagg Place, Staten Island, New York, New York 10304 (\$1.00 paperbound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Acculturation, *Cultural Background, *Ethnic Groups, Ethnic Studies, Family (Sociological Unit), *Family Role, *Immigrants, *Italian Americans, Nuclear Family, Social Adjustment, Social History

The author discusses the acculturation process of first, second, and third generation Italian families in the United States in terms of the interrelationships among cultural, social, and psychological events. As background to the discussion, the role of the family is described. In southern Italy, the nuclear family is the essential feature of the social system. It is dominated by an authoritarian father, godparents are very significant figures, male children are social and economic assets, and female children are protected socially. Family relationships give the individual status and a guarantee of security. Upon immigration to America, however, Italian values conflict with Anglo-American orientations toward individualism and mastery over nature. Alienation and other psychological crises arise because of the immigrants' familialistic personality orientation. In first-generation families, intercultural and intergenerational conflict and changes occur, often marked by isolation and anomie. Most second-generation families exhibit a move toward shaping the structure and functions of the family in accordance with the contemporary urban American type of family. Third-generation families show even more influence of industrialization and urbanization on fertility, child rearing, class status, and occupational choice. (AV)

ED 141 236 SO 010 112

Felt, Thomas E.

Researching, Writing, and Publishing Local History.

American Association for State and Local History, Nashville, Tenn.

Pub Date 30 Jun 76

Note—165p.

Available from—American Association for State and Local History, 1400 Eighth Avenue, South, Nashville, Tennessee 37203 (\$6.00 paperbound)

Document Not Available from EDRS.

Descriptors—Community Resources, Data Analysis, Documentation, *Guidelines, Historiography, Interviews, *Local History, Manuals, Oral History, Primary Sources, *Publishing Industry, *Research, *Writing Skills

The book provides practical guidelines for the layman who is interested in researching, writing, and publishing local history. Two standards considered to be essential to the writing of local history are ethics and competence. The three aspects of competence which are discussed focus on researching, writing, and publishing. Chapter I identifies three questions to help the researcher keep the topic narrow, specific, and simple: (1) how does one choose between conflicting statements in different sources? (2) how does one prove that something happened according to the best evidence? and (3) how does an author deal with motivation? A variety of information sources are identified, including libraries, pictures, maps, physical remains, and records of churches, governments, and organizations. Chapter II contains suggestions for the writing of history, including use of quotations, books, periodicals, documentation, footnotes, references, abbreviations, editing, and translations. Draft writing, re-writing, and editing for publication are discussed. Chapter III focuses on private publication possibilities. Topics include design considerations, display types, typeface, paper, illustrations, choosing a printer, refining specifications, composition, proofreading, promoting and marketing the book and pricing. A bibliography is included. (DB)

ED 141 237 SO 010 115

Cousins, Jack

Social Studies Skills and National Assessment.

Pub Date [76]

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cognitive Ability, *Data Analysis, Data Collection, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Evaluation, Higher Education, Information Seeking, Interpretive Skills, Knowledge Level, *National Competency Tests, National Surveys, Norms, Performance Tests, Problem Solving, *Skill Analysis, *Social Studies, Tables (Data), Testing, *Test Items, Test Results

Identifiers—*National Assessment of Educational Progress

The paper describes social studies skills of students age 9-adult as assessed by the 1971-2 National Assessment of Educational Progress (NAEP) Project. NAEP organized skill exercise items around two subthemes: (1) obtaining information, including raising questions, seeking answers, identifying sources of information, and using standard reference sources and aids in locating information; and (2) interpreting graphs and maps, and using a variety of nontraditional sources of information. The paper contains selected released exercises developed to carry out assessment of the two categories. These skill exercises include multiple-choice tests, short essays, and longer essay-type written oral responses. Exercises are based on questions involving explanation of the human condition, insight into human affairs based on historical, philosophical, or literary information, and factual knowledge of events in American history. Findings indicated that respondents perform better on the items for obtaining information than on items dealing with interpreting information. It is concluded that NAEP results should be utilized as information sources for educators in setting curriculum norms rather than accepted as curriculum norms themselves. The NAEP social studies objectives for 1971-72 are presented in the appendix. (Author/DB)

ED 141 238 SO 010 116

Gobel, Helmut, Ed.

Education and Science in the Federal Republic of Germany. BW 3-77 and BW 4-77.

Inter Nations, Bonn (West Germany).

Pub Date 77

Note—32p.; For related documents, see ED 107 590, ED 114 335, and ED 121 675

Journal Cit—Bildung und Wissenschaft (Education and Science in the Federal Republic of Germany); n3-77(e) p 35-48 1977; n4-77(e) p 50-64 1977

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Organization, College Governing Councils, *Comparative Education, Developing Nations, Disadvantaged Groups, Educational Administration, Educational Assessment, Elementary Secondary Education, *Foreign Countries, Foundation Programs, Graduate Surveys, Higher Education, Humanities, International Relations, Medical Education, Periodicals, Science Education, *Sciences, Social Sciences, Teaching Quality, Technological Advancement, Work Experience Programs

Identifiers—West Germany

This periodical contains a collection of articles and reports concerned with education and science in Germany. Two issues are comprised in this document. Articles focus on the following: (1) Germany's scientific and technical aid to developing nations; (2) an assessment of the German Comprehensive Schools (Gesamtschule), which are designed to provide students with an opportunity for knowledge regardless of their backgrounds; (3) a report on the Volkswagen Foundation, whose research includes the areas of medicine, social science, and the humanities; (4) financial sources for higher education; (5) student parliament; (6) an evaluation of the Main School program (Hauptschule); and (7) suggested programs for the underprivileged. Reports include those on the state of teaching and on federal training programs. The News in Brief column provides update information on education and science. (KC)

ED 141 239 SO 010 117

Clerbault, David

The Liberal Arts College: Desegregation without Integration.

Pub Date 76

Note—12p.; Paper presented at Annual Meeting of the Illinois Sociological Association

(Chicago, Illinois, October 22, 1976) and used as basis for roundtable discussion at Annual Meeting of the American Sociological Association (71st, New York, New York, August 30-September 3, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Black Attitudes, Blacks, Black Studies, *College Environment, *College Integration, College Students, Cultural Awareness, *Educational Needs, Educational Research, Ethnocentrism, Higher Education, Integration Methods, Liberal Arts, Minority Groups, *Racial Integration, Research Methodology, *Student Alienation, Student Characteristics

Black student alienation in liberal arts colleges is discussed. A study was conducted of eight four-year liberal arts colleges in the Midwest. Respondents included 267 black students, nearly 60% of all black students enrolled. A standard alienation scale measured feelings of powerlessness, meaninglessness, normlessness, cultural estrangement, social estrangement, and estrangement from work. Results showed a high degree of normlessness contrasted with low overall powerlessness. This suggests that black students believe opportunities for advancement do exist, but not within the prevailing normative structure. Other results showed high social estrangement in black females living on campus, students from the suburbs living on campus, and nursing majors. This lack of integration probably stems from the ethnocentric nature of the institutions. Changes are recommended in terms of recruitment of more black and other minority students and faculty, a strong black student association headed by a black student advisor, well-developed black studies programs, tutoring services for inadequately prepared black freshmen, and a faculty committee on minority education. Although drastic institutional change might harm its relationship with its founding and sustaining ethnic group, certain actions need to be taken toward proper integration. (AV)

ED 141 240 SO 010 118

Peterson, Mark A.

Results of YLS Survey on Specialization/Relicensing.

Rand Corp., Santa Monica, Calif.

Pub Date Nov 76

Note—18p.

Available from—Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$1.50 paper cover)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitudes, Educational Improvement, Higher Education, *Lawyers, Legal Education, *Professional Continuing Education, Professional Education, Professional Occupations, Questionnaires, Refresher Courses, Specialists, *Specialization, Special Programs, Standards, *Surveys, Tables (Data)

The paper discusses a study which was conducted to identify and analyze attitudes of young lawyers towards legal specialization and relicensing of lawyers. A sample of 1485 readers of "Barrister Magazine" participated in the study. Lawyers responding to the survey valued specialization both as a means for providing better legal services and as an attractive feature for lawyers. With regard to the structure of specialization programs, responding lawyers showed a strong preference for programs of certification rather than self-designation. Most responding lawyers would require attendance at continuing legal education courses and some form of screening process to determine which lawyers should be recognized as specialists. Despite general support for specialization programs, nonspecialists, new lawyers, and lawyers practicing in small offices indicated concern that specialization programs would adversely affect their own practice. The questionnaire responses also showed strong support for relicensing programs and for mandatory continuing education courses as an appropriate vehicle for improving the quality of legal practice. Survey questions and their results by specialty status, location, length of practice, and size of office are presented and discussed in tables which conclude the study. (Author/DB)

ED 141 241 SO 010 120

McNamara, Robert S.

An Address on the Population Problem: Address to the Massachusetts Institute of Technology.

Pub Date 28 Apr 77

Note—60p.; One of a series of lectures at Massachusetts Institute of Technology on "World Change and World Security."

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Birth Rate, Contraception, Demography, Family Planning, *Global Approach, *Government Role, *Overpopulation, Social Problems, *World Problems

In this speech, Robert McNamara examines the background of the world population problem, analyzes its current trends, evaluates the measures available to deal with it, and suggests actions governments and others can take to help solve it. It now appears that significant fertility decline may have begun in developing countries. Data seem to indicate that crude birth rates have fallen over the past two decades by nearly 13%. However, the current rate of decline is too slow for developing countries to avoid reaching stationary populations far in excess of acceptable levels. For every decade of delay in achieving a net reproduction rate of 1.0, the ultimate steady-state world population will be about 15% greater. Governments should seriously consider the factors affecting fertility reduction and try to (1) reduce infant and child mortality rates, (2) expand basic education and increase education of girls and women, (3) increase productivity and job opportunities for rural and poor groups, (4) stress equitable income distribution, and (5) raise the status of women socially, economically, and politically. To satisfy the demand for change in family norms, governments should provide a wide choice of contraceptive techniques and services, improve delivery systems of services, and expand research seeking better techniques and services. (Author/AV)

ED 141 242

SO 010 121

Braisted, Paul J.

Toward a New Humanism: Some Value Perspectives in Emerging Cultural Relations.

Hazen Foundation, New Haven, Conn.

Pub Date [76]

Note—77p.

Available from—The Hazen Foundation, 400 Prospect Street, New Haven, Connecticut 06511

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Cultural Awareness, Cultural Differences, *Futures (of Society), *Global Approach, Human Development, Human Dignity, *Humanism, Humanistic Education, International Relations, Moral Values, Objectives, Quality of Life, Social Change, Social Welfare, Theories, *Values

Identifiers—Africa, Asia (Southeast), India, Japan, Middle East

Presenting a statement of faith in the future of intercultural understanding, the essay suggests a humanistic framework of dignity and well-being for people which would be based upon acceptance of value conflict, genuine respect for others, and mutuality in relationships. The outgrowth of a program of international inquiries by scholars over a period of several years, the monograph documents value dimensions of cultural relations in Japan, India, Southeast Asia, Africa, the Middle East, and The United States. The essay is presented in six chapters. A new humanistic viewpoint which recognizes values as a basic cultural theme is described in chapter I. Chapter II focuses on prominent features of modern society which provide opportunities for restructuring human relationships through value conflicts. Chapter III describes a meaningful life today as one which attempts to restructure human institutions by mutual human, social, and economic endeavors. A humane outlook is identified as the source of meaningful living in chapter IV, followed by identification of promising recent humanistic innovations and suggestions for improving international humanistic relationships, including professional exchanges, improved humanities education, international philanthropy, technological advancement in developing nations, and community development by transnational corporations. A brief reading list concludes the document. (Author/DB)

ED 141 243

SO 010 124

Dengler, Mary

What Children Read in China. Occasional Paper No. 77-6.

State Univ. of New York, Stony Brook, American Historical Association Faculty Development Program.

Pub Date 77

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Children's Literature, Comparative

Analysis, *Comparative Education, Content Reading, Educational Philosophy, Elementary Secondary Education, Foreign Countries, *Political Socialization, *Reading, Reading Materials, *Social Values, Teaching Styles

Identifiers—*China

As an introduction to the role of children's literature in the People's Republic of China, the author provides an overview of the content and themes of Chinese children's literature. The role of amateur writers is discussed and popular works of Chinese children's literature are summarized. The author also contrasts content and objectives of children's literature in China and the United States. Chinese teaching style, which emphasizes political education, publicizes models for emulation and fosters the ideology of collectivism. The American teaching style publicizes creativity, individual worth and gain, and fosters the ideology of capitalism. Eight stories for Chinese children are identified and summarized. All stress the children's contribution to protecting collective property and fighting against imperialism. The books are very inexpensive and are therefore accessible to the working class. In local communities, individual storytellers often become well known for helping to instill proper political and moral values. Books and storytellers both illustrate a basic belief, stemming from Mao's ideas, that influencing and shaping attitudes is by far the most important task of teachers and schools. (Author/AV)

ED 141 244

SO 010 125

Morrison, Linda

Pioneers: A Case Study of a Film Caught in the Two Line Struggle in Literature and Art in the People's Republic of China. Occasional Paper No. 77-5.

State Univ. of New York, Stony Brook, American Historical Association Faculty Development Program.

Pub Date 77

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case Studies, Censorship, Chinese Culture, *Comparative Education, *Conflict, *Films, Foreign Countries, *Political Issues, Power Structure, *Social History

Identifiers—*China

The controversy surrounding the Chinese film "Pioneers" is analyzed and presented as a case study of a film caught in the recent two-line struggle in literature and art in the People's Republic of China. Within the history of the arts in China, there has been a difference of opinion between those in favor of the continued portrayal of bourgeois themes and those who believe in the exclusive depiction of the struggles of the worker. Those two opposing views have come to be called the two-line struggle in literature and art. "Pioneers" is a feature length film documenting the successful establishment of a model revolutionary industrial community near Siberia. It was filmed in the early 1970s at the suggestion of Premier Chou En-lai. However, upon its completion in 1975, its release was banned by Chiang Ch'ing, Mao's wife, whom he had made overseer of all fine arts productions. She condemned the film for glorifying the achievements of specific individuals. Mao disagreed with her decision, but she persisted in keeping the film and its producers under surveillance. Since the arrest of Chiang Ch'ing in October 1976, Mao's successor has allowed the film to be released. Perhaps this indicates his support of Chou En-lai and Mao or perhaps he sees no serious errors in revolutionary thought in the film's content. (Author/AV)

ED 141 245

SO 010 129

Levy, Paul R., Ed.

Perspectives on Citizen Education.

Institute for the Study of Civic Values, Philadelphia, Pa.

Spons Agency—Hazen Foundation, New Haven, Conn.

Pub Date 24 Jun 77

Note—107p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—American Government (Course), *Citizen Participation, Citizen Role, *Citizenship, *Citizenship Responsibility, Civics, Cultural Pluralism, Democratic Values, *Educational Needs, Elementary Secondary Education, Essays, Ethical Instruction, Objectives, Politics, Skill Development, *Social Studies, Values

Identifiers—*Values Education

The essays on the topic of citizenship education were compiled for the founding retreat of the Alliance for Citizen Education held in Philadelphia on June 24-26, 1977. Written by both citizen educators and political theorists, the essays are polemical in tone and were intended to stimulate dialogue at the retreat. The readings are a mixture of theoretical essays, writings by practitioners, and examples of curriculum or strategies. The introduction discusses the purpose of the Alliance, the goals for citizen education, and why citizen education is urgently needed today. The essays that follow deal with the issues that confront citizen education and are organized around the themes of values, pluralism, participation, and empowerment. Titles include: A Cognitive-Developmental Approach to Moral Education; The Development of Effective Moral Decision-Making through Social Studies; On Teaching Democratic Ideals; Trans-National America; On Modernization in America; Democracy Is Not for Children; Teaching Political Participation Skills; Political Education for Minority Groups; and Grievance Handling for Effectiveness. (Author/RM)

ED 141 246

SO 010 130

Futures Information Interchange Newsletter; Vol. 3, No. 2, December 1976 [And] Vol. 4, No. 1, April 1977.

Massachusetts Univ., Amherst, School of Education.

Note—59p.; For related documents, see ED 080 422, ED 106 194, ED 123 184

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Changing Attitudes, *Curriculum Development, Educational Alternatives, Educational Improvement, Educational Trends, Elementary Secondary Education, *Futures (of Society), Games, Global Approach, *Learning Activities, *Newsletters, Personal Growth, Social Change, *Social Studies, Student Attitudes, Teaching Techniques, Values

Futures Information Interchange Newsletters present practical teaching methods and learning activities for introducing future studies into the classroom. Although the newsletter is directed toward primary and secondary school teachers, it is intended to be of value to educators at the preschool and university levels also. Lead articles present a rationale for teaching about the future, a summary of our global situation, and a humane orientation toward the problems of man's relationship to technology. Additional articles contain future-oriented curriculum suggestions, a series of energy education exercises, a parable about ideals, a transportation planning game, and a multidimensional context model for alternative futures. Activities are presented which involve students in planning for the future through futuristics games, discussion, letter writing campaigns, and social and political action. A practical outline for future-oriented course development for teachers to follow is also included. (Author/DB)

ED 141 247

SO 010 132

Bachmann, Gail

The Life and Times of...Women. A Bibliography of Women's Biographies for Use in Various Secondary School Curricular Areas.

Pub Date 77

Note—35p.; Not available in hard copy due to poor reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biographies, *Biographies, Blacks, Ethnic Groups, *Females, Instructional Aids, Junior High School Students, *Nonfiction, Secondary Education

Secondary teachers and librarians will find the bibliography a helpful tool for identifying women's biographies. Biographies are valuable for building reading skills, background of a subject, or personal development. These biographies are appealing to young people on the basis of subject interest, reading level, depth of detail, and writing style. Suitability for junior high students is indicated where it is appropriate. Impact of sexism is evident in the lack of references to women in the fields of business and science. Ethnic group representation is good for Blacks but less comprehensive for Oriental, Jewish, Mexican-American, and American Indian women. The 141 entries are presented in four categories: Background Reading, Biographies of Biographies of Women, Individual Biographies, and Col-

lective Biographies. The 63 individual biographies comprise the main section of the document. Provided are title, author, publisher, date, length, and extensive annotations. A range of women, interests, and life styles are included, such as Marie Curie, Billie Jean King, Elizabeth Blackwell (first woman doctor), Mahalia Jackson, Golda Meir, Eleanor Roosevelt, and a 15-year-old girl stricken with cancer. A subject index categorizes entries in areas such as career education, music, American problems, family living, and ethnic studies. (Author/AV)

ED 141 248 SO 010 133

Long, Jerry C., Ed.

Teaching Social Studies Skills.

Arkansas State Dept. of Education, Little Rock.

Pub Date [77]

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Data Analysis, Evaluative Thinking, Graphs, *Interdisciplinary Approach, *Learning Activities, Map Skills, Secondary Education, *Skill Development, *Skills, Social Sciences, *Social Studies

Suggestions and learning activities to help secondary students learn social studies skills are contained in this document. Social studies skills make it possible for the learner to employ those intellectual processes necessary in obtaining or handling knowledge. Five selected skill development areas are discussed; each area contains a number of learning activities to implement the strategy. The five skill areas include: (1) evaluating sources, discerning between fact and opinion, and understanding the differences between primary and secondary sources; (2) finding information through library skills and oral interviews; (3) classifying data using charts and graphs; (4) developing map skills; and (5) understanding time concepts. (Author/JR)

ED 141 249 SO 010 134

Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C. Report No.—NAEP-66-A-01

Pub Date Jun 77

Contract—OEC-0-74-0506

Note—124p.; Tables 1-15 may not reproduce clearly due to small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01716-4, \$2.50 paperbound)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Age Groups, *Art, Art Education, *Art Expression, Comparative Analysis, *Educational Assessment, Elementary Secondary Education, Freehand Drawing, *National Surveys, Tables (Data), *Test Results

Identifiers—National Assessment of Educational Progress

The first comprehensive attempt to measure student achievement in art on a national scale at the elementary, junior high, and high school levels is described. The assessment was conducted during 1974-75 with groups of nine-, 13-, and 17-year-olds. This report examines four design and drawing exercises that measure art-production activities. Art production objectives include ability to (1) produce original works of art, (2) express visual ideas fluently, (3) produce works of art with a particular expressive content, and (4) demonstrate application of media and forming processes. This report contains comparative score tables of the three age groups accompanied by drawings which were judged to be acceptable, unacceptable, or above average. The exercises involved drawing people seated at a table as seen from one end, a bedroom wall which incorporates a door, and three children at a playground at various distances from the viewer. In another drawing exercise, students were asked to show motion by using parts of the human anatomy or expressive devices. Techniques included foreshortening, overlapping, tilted planes, and point perspective. Results showed similar scores in males and females, lower scores in blacks and low-metropolitan students, and greatest increases in achievement between the ages of nine and 13. Original plans for com-

prehensive assessment of art education were curtailed in 1973 by budgetary changes. Additional exercises will be included in the 1978-79 art assessment program. (AV)

ED 141 250 SO 010 135

Hogan, Robert

Research Considerations in Ethical Education.

Pub Date Apr 77

Note—16p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Developmental Psychology, *Educational Objectives, Elementary Secondary Education, *Ethical Instruction, Ethical Values, Interpersonal Relationship, *Moral Development, *Moral Values, Personal Values, Preschool Education, Social Development, Social Values, *Values

The author purports the need to treat moral education as a serious academic subject and suggests ways educators can manage it in an intellectually defensible way. Ethical education must avoid indoctrination, yet it should not be a mere training in philosophical ethics. The domain of moral education should include four partially interdependent goals. The goals are (1) to teach children what are and are not moral phenomena, (2) to teach children the role of morality in the development of the personality and in the organization of society, (3) to help children to become aware of their own values, and (4) to train children to consider the moral consequences of their own actions. These goals must then be adapted to the kinds of issues most relevant at the particular point in the child's life. Much research remains to be done in the field of moral instruction. Most crucial is the area of early education programs for "disadvantaged" children, which would be directed toward moral, as distinguished from cognitive, education. Other vital areas for future research are: the design of measures of moral development both reliable and sensitive to change; the instruction of teenagers, as potential parents, in how to teach moral education themselves; the establishment of criteria for selection of teachers of moral education; and the instruction of these teachers in how to teach it. (Author/MK)

ED 141 251 SO 010 136

A Course of Study for Guitar I (Music I).

Montgomery County Public Schools, Rockville, Md.

Pub Date 77

Note—92p.; Pages 76-8, 80, and 83-5 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Course Objectives, Junior High School Students, Music, *Musical Instruments, *Music Education, Secondary Education, *Teaching Guides, *Units of Study

Twenty lessons for beginning guitar instruction at the junior high or secondary level are presented. The course of study suggests a harmonic approach to teaching guitar. It focuses upon teaching students how to accompany folk, traditional, and popular music in a variety of styles. General outcomes include proper tuning of guitar, playing chords in standard position, demonstrating basic strums, developing a basic repertoire of songs to accompany while singing, and demonstrating simple harmonic recognitions by applications of the cycle of fifths. For each of the 20 lessons, specific instructional objectives are identified. The book provides a sample recordkeeping form, diagram of the guitar, string and fret placement, and finger numbers, and hints for teachers about finger placement, string location, fret location, and tuning. Each lesson is developed around specific songs for which scores are provided at the back. The book also contains a bibliography of six guitar method books, four ensemble books, and a videotape. (Author/AV)

ED 141 252 SO 010 137

D'Amico, Joseph J.

SEARCH: An Individualized Social Education Curriculum.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date [76]

Note—20p.; Not available in hard copy due to poor legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Class Management, Classroom Materials, Classroom Techniques, Cognitive Development, *Developmental Programs, Elementary Education, *Humanistic Education, Humanization, *Individualized Curriculum, *Individualized Instruction, Interdisciplinary Approach, Primary Education, Program Descriptions, Social Development, Social Sciences, *Social Studies

The Social Encounter and Research Curriculum for Humanization (SEARCH) is an individualized social education curriculum for K-3 being developed at Research for Better Schools, Inc. The SEARCH instructional plan is based on a model of cognitive and social development as well as on a child-centered instructional format. Its content is organized according to five psychosocial life functions: self-realizing, governing, producing and consuming goods and services, utilizing environments, and interpreting and generating ideas and events. From these, the students can choose their own instructional focus and activity at their particular developmental level. Thus the SEARCH curriculum encourages students to take an active role in carrying out their instructional tasks and determining their own study routine. The role of the SEARCH teacher is equally demanding, requiring guidance and individualized planning for each student. In SEARCH the teacher is a facilitator of learning, rather than its source. Supplementary materials to the SEARCH curriculum encourage student independence plus responsibility and help teachers to operate and manage an individualized classroom. SEARCH is being developmentally tested at a center city school in Philadelphia, and the preliminary results from both students and teachers are positive. (Author/MK)

ED 141 253 95 SO 010 138

An Introduction to Skills for Ethical Action.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group.

Pub Date [76]

Contract—400-76-0043

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior, Bibliographies, Curriculum, *Ethical Instruction, *Ethical Values, Junior High School Students, Moral Values, *Program Descriptions, Secondary Education, *Skill Development, Social Development, *Teaching Methods, Values

Identifiers—Skills for Ethical Action

An overview is presented of the "Skills for Ethical Action" (SEA) instructional materials relative to other instructional approaches in the field of moral/values/ethical education, and information about anticipated learner outcomes is offered. The program is intended for junior high school students. Several major existing theoretical positions on moral education and values education are briefly described, followed by an explanation of how SEA is distinct from them. SEA's uniqueness rests on the program's emphasis on behavior. The objective is to teach a process for acting ethically and to help students internalize the process so that they consciously use it in daily life. This objective is accomplished through skill training which stresses identification of component skills and emphasizes behavioral outcomes. The six-step strategy employed by the materials is outlined. It combines ethical decision making, action consistent with self-held values, and evaluation. Instructional design of the four units is described next. The units exhibit a progression in complexity from simulation to active assertion of values, and from a sense of personal friends to regard for others beyond the personal sphere. Final sections discuss reading level and remedial activities, explain how SEA relates to other curriculum, and provide an annotated bibliography of six relevant books. (Author/AV)

ED 141 254 SO 010 139

Grubiner, Gene

In Defense of Revisionism.

Pub Date 7 Apr 77

Note—39p.; Portions of this paper were presented at Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977) under the title "The Limits of Educational Revisionism"; Not available in hard copy due to poor reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Freedom, Analytical Criticism, Authors, Critical Reading, Educational History, Educational Researchers, *Historiography, *Literary Criticism, *Political Attitudes, Political Influences, *Research Methodology, Research Skills, Social Attitudes, Social Class, Social Science Research, Social Stratification, Socioeconomic Influences, Textual Criticism

Identifiers—*Revisionism

This paper discusses the misuse of historical data in attacks on educational revisionism and describes the contributions made by revisionists. Maintaining that the works of historical revisionists must be critically analyzed and their inadequacies recognized if they are to have lasting value, the author presents a textual criticism of a recent work which contains all of the complaints which conservative scholars generally level against works by revisionists. The book, by Columbia education professor Diane Ravitch, is entitled "The Revisionists Revised: Studies in the Historiography of American Education." The review describes Ravitch's technique as one which discovers presumed errors in the works of revisionist authors and attempts to discredit them on grounds of poor scholarship and/or incorrect interpretation. The author maintains that Ravitch clouds issues raised by revisionists by refusing to recognize contributions made by progressive writers on social and occupational mobility, IQ scores, capitalist imperatives, racism, access to higher education, and class analysis. The conclusion is that Ravitch's critique is obscurantist, constitutes a political attack on the revisionists is not in the spirit of academic freedom of inquiry, and is reactionary rhetoric rather than collegial criticism. (Author/DB)

ED 141 255 SO 010 140

Davis, Ethelyn, Comp. And Others

Teaching Sociology: A Bibliography. Second Edition, June 1977.

American Sociological Association, Washington, D.C.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date Jun 77

Note—120p.; This bibliography was compiled by Projects on Teaching of the American Sociological Association

Available from—ASA Sociology Teaching Project, Carnegie Library-Oberlin College, Oberlin, Ohio 44074 (\$2.00 paper cover, quantity discounts available)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Annotated Bibliographies, Audiovisual Instruction, Classroom Techniques, College Instruction, Curriculum, Higher Education, Individualized Instruction, Literature Reviews, Multimedia Instruction, Simulation, *Sociology, Student Evaluation of Teacher Performance, Teacher Education, *Teaching Methods, Textbooks

Identifiers—Introductory Courses

The bibliography contains 351 citations on the teaching of sociology at the college level. Focus is on work published since the mid-1960s. In preparing the bibliography, the compilers searched literature in the field as found in the following representative journals: "Teaching Sociology," "American Sociologist," "American Journal of Sociology," "American Sociological Review," "Sociology and Social Research," "Social Problems," and "Community College Social Science Quarterly." Content includes teaching introductory sociology, use of computers in teaching, personalized system of instruction, simulation and gaming, media and audiovisual materials, field experience, teaching sociology in professional schools and other atypical settings, undergraduate sociology curricula, preparing graduate students of sociology for teaching, and sociology textbooks. References are grouped into 19 categories, each containing approximately 50 citations arranged alphabetically by author. Over 90% of the citations include paragraph-length annotations. Other information is given about author, title, journal, issue and number, date, and pages. (AV)

ED 141 256 95 SO 010 142

Options in Education, Program No. 80, May 30, 1977. Learning from the Past: Oral History.

Program Transcripts of a Weekly Series Broadcast by Member Stations of National Public Radio.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 May 77

Note—20p.; Not available in hard copy due to small type size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Radio, Historiography, History, *Interviews, Local History, *Oral History, Programming (Broadcast), Radio, *Social History, Tape Recordings

The transcript of a National Public Radio "Options in Education" program explores the relationship of oral history to traditionally written, documented history. A number of kinds of oral history are discussed, such as folk telling, family interviews, social history, and sound portraits. Program staff interview a variety of individuals, including a 92-year-old pioneer from South Dakota, an author of an oral history of Jews in the South, a folksinger who finds oral history in songs about slavery, a native American whose French great-grandfather joined an Indian tribe, and an author of a book about attitudes of working class women. The transcript combines excerpts of interviews with these people with analytical remarks about the nature of oral history. Among the comments are that conventionally documented history represents only the well-educated sector of a population, whereas oral history allows any individual to express himself in a culture where one of the most oppressing sensations is being anonymous. Oral stories about one's past or one's family may not be entirely accurate or true, but the process of interviewing and talking is good because it promotes a personal interaction among the participants and it reawakens pride in one's ethnic background. (AV)

ED 141 257 SO 010 143

Speiker, Charles A. Curtis, Thomas E.

A Tri-Level Study of Arts Education: Report to the "Arts, Education and Americans Panel."

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date Mar 76

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Art Education, Bias, *Curriculum Development, Curriculum Evaluation, Curriculum Research, Data Analysis, Data Collection, *Educational Assessment, Educational Finance, Educational Improvement, *Educational Needs, Educational Trends, *National Surveys, Questionnaires, Research Needs, Secondary Education, State Federal Aid, Statistical Analysis, Tables (Data)

The document discusses a national survey undertaken to determine areas of needed research and policy development in art education. Secondary school principals, curriculum leaders, and state art supervisors were surveyed to determine the current status and future needs of art education. Findings among principals indicated that 59% of the 125 respondents noted that art education increased in importance in 1975 over the preceding year. On the district level, a majority of 345 art education supervisors noted a stable employment, financial, and instructional materials situation. Most frequently mentioned obstacles to art education on the district level were lack of commitment to the arts as an educational priority, and lack of money, time, personnel, and space for art instruction. On the state level, approximately 30% of the 52 state and territorial respondents observed an increase in art education personnel within their state. It was concluded that additional research of a broader and more sophisticated nature is necessary, a symposium concerning the improvements of the image and the visibility of art education must be undertaken, and further dialogue between people concerned with art in American education letters are presented in the appendix. (Author/DB)

ED 141 258 SO 010 144

Speiker, Charles A.

Leadership in the Arts: A Testing of Assumptions.

Association for Supervision and Curriculum Development, Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date Jun 77

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Aesthetic Education, *Art Education, *Curriculum Development, Data Analysis, *Educational Assessment, Educational Improvement, Educational Needs, Education! Objectives, Educational Problems, Educational Quality, Elementary Secondary Education, Higher Education, *Leadership, Leadership Training, Public Schools, Questionnaires, *Surveys, Tables (Data)

The document discusses a study which assessed leadership in art education in public schools. A major purpose was to determine whether a gap exists between the needs of schools and supply of adequate leaders. It was hypothesized that lack of progress in the arts in schools could be attributed to inadequate leadership. Four groups of professional educators were asked to respond to questionnaires related to their specific expertise: (1) state department art consultants were queried as to exemplar programs, (2) curriculum leaders were asked about their graduate course work in art education and about the number of K-12 students served in their district, (3) professors of curriculum and supervision were asked to provide information about art in undergraduate education, and (4) professors of educational administration were asked to describe the role of art education on the graduate level. Findings indicated that opportunities exist for art educators to experience aesthetic education on the graduate level, students are not encouraged by their professors to seek experience in aesthetic education, there is a need for greater dialogue among educators, and leadership programs should be developed for administrators and arts educators. It was concluded that there is a need for graduate level programs stressing the role and importance of the arts and that more time, money, and effective planning is needed. (Author/DB)

ED 141 259 SO 010 149

Title I, HEA Final Project Report. Identifying Environmental Education Needs and Post-Secondary Educational Resources: A Florida-Wide Cooperative Network [And] Environmental/Energy Education Needs Assessment Workshop, Conference Report [And] A Directory of Florida's Post Secondary Environmental Education Projects.

Florida State Univ., Tallahassee. Environmental Education Project.

Pub Date 77

Note—99p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Directories, Elementary Secondary Education, *Energy Conservation, *Environmental Education, Federal Programs, *Guidelines, Higher Education, Information Networks, *Needs Assessment, Post Secondary Education, Program Descriptions, Program Development, Program Planning, State Agencies, State Programs

Identifiers—Higher Education Act Title I

This final report outlines objectives and accomplishments of the Environmental/Energy Education project in Florida. The project was initiated to: (1) identify existing environmental/energy education projects; (2) conduct a needs assessment workshop; (3) develop recommendations for the implementation of environmental education programs; and (4) establish a network for the exchange of information and the sharing of resources in environmental education. Program directors worked with educators as well as officials of public and private agencies concerned with environmental education. The needs assessment workshop report lists objectives, needs, implementation strategies and methods of information dissemination. Essentially, needs were determined relating to the necessity of man's understanding his environment. Recommendations stress the importance of the Title I program's work with the state. A directory inventories post-secondary environmental education resources in Florida. Information is included on the name of the resource facility, address, contact person, and a description on the nature of the center. Appendices list names and addresses of conference par-

participants, county contacts, and Advisory Board Council Members. (KC)

ED 141 260 SO 010 150

Smith, Barbara A.
Historic Denver for Kids.
Denver Univ., Colo. Center for Teaching International Relations.

Pub Date 77

Note—93p.

Available from—Materials Distribution, Center for Teaching International Relations, University of Denver, Denver, Colorado 80208 (\$2.50 plus \$0.75 postage, paperbound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Directories, Elementary Secondary Education, *Field Trips, Instructional Trips, Learning Activities, Local History, Museums, *Recreational Activities, *State History

Identifiers—Colorado (Denver)

Although the directory to Denver's historic sites has been compiled particularly for the use of teachers and their classes, it will be useful to all individuals and groups of any age who are interested in exploring the history of the Denver area. Seventy historic sites are listed alphabetically. Information for each provides address, phone, price of tour, contact person, hours, and a paragraph-length description. The sites include Arvada Cemetery, Bells of Granite Glen Museum, Buffalo Bill Memorial Museum, Cheesman Park, Colorado Railroad Museum, Daniels and Fisher Tower, Elitch Gardens, Evans Chapel, Eugene Field Cottage, Geology Marker and Museum, Heritage Square, Historic Wax Museum, Molly Brown House, Old Spaghetti Factory, Pillar of Fire, Plains Conservation Center, Richthofen Castle and Fountain, Sakura Square, State Capitol Building, and Wheat Ridge Soddy. The introduction contains several pages of suggestions for teachers planning field trips to these sites. For example, background information should be gathered before going, scavenger hunts or tombstone rubbings can enhance the meaning of a particular site, debriefing sessions establish highlights of things learned, and follow-up activities can include making a time capsule or preparing a museum exhibit of school or community artifacts. (Author/AV)

ED 141 261 95 SO 010 151
Selected Bibliography of Polish Educational Materials, Vol. 14, No. 1, 1975.

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-54078/01

Pub Date 77

Note—68p.; Translated into English by Bozena Koeltz; For related documents, see ED 106 218, ED 107 586, ED 133 289, and SO 009 943

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, *Annotated Bibliographies, *Comparative Education, Educational History, Educational Legislation, Educational Policy, *Educational Practice, Educational Problems, Elementary Secondary Education, Higher Education, Laws, Preschool Education, Social Sciences, Special Education, Teacher Education, Vocational Education

Identifiers—Poland

This annotated bibliography cites journal articles, policy statements, books, and various other publications dealing with education in Poland. Most items cited were published from January to March of 1975. The bibliography is divided into six sections: (1) history of education; (2) laws and legislation; (3) general information on education; (4) social and educational sciences; (5) teacher's profession; and (6) schools and institutions by type or level including preschool, primary, secondary, vocational, higher, adult, and special education. (Author/RM)

ED 141 262 SO 010 153

Descriptors for Political Understanding: A Guide to Asking Questions about Learning Related to Political Literacy in Wisconsin Schools, K-12.
Wisconsin State Dept. of Public Instruction, Madison.

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Citizen Participation, *Civics, Concept Formation, Curriculum Guides, Democratic Values, *Educational Objectives, Elementary Secondary Education, Government Role, Inquiry Training, Learning Activities, Political Issues, *Political Science, Political Socialization, Resource Guides, *Skill Development, *Social Studies

This teacher-oriented guide presents information and resources for use in increasing political literacy of K-12 social studies students. The main objective of the guide is to further civic literacy through increased knowledge and understanding of political structures and processes and of effective citizen participation. Emphasis is on helping students develop skills to participate in a democratic society. The guide, presented in six sections, begins by defining the political system, legitimacy, decision-making, law, institutions, interdependence, and citizenship as basic political science concepts. In section II, the main components of citizenship education are identified as awareness of the functions of government and politics and student responsibility for determining policies important to their daily lives. Section IV lists six goals (descriptors) of political understanding as ethical responsibility, inquiry, political knowledge, school environment, larger community, and history. These descriptors are further broken down in section V into knowledge and awareness that students should master. Section VI suggests 25 themes as areas for study and lists concepts as appropriate for study in grades K-3, 4-6, or 7-12. The final section presents a list of ideas, resources, and addresses for classroom activities, community learning experiences, television programs, journals, books, state and national political associations and information services. (Author/DB)

ED 141 263 SO 010 160

Perez, Joel

Barefoot-Doctors. Occasional Paper No. 77-4.

State Univ. of New York, Stony Brook. American Historical Association Faculty Development Program.

Pub Date 77

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Comparative Education, *Foreign Countries, Health Services, *Medical Assistants, *Medical Services, Non Western Civilization, *Preventive Medicine, Public Health, *Rural Areas, *Sanitation

Identifiers—China

A description of "barefoot doctors" in the People's Republic of China is presented. These peasant doctors are commune workers who have taken basic courses in medical treatment. Because 80% of the population lives in a rural agricultural setting, and because most doctors and medical services are located in cities, there is a serious need for medical personnel in the rural areas of the country. After Chairman Mao declared in 1965 that emphasis in medical and health work should be stressed in rural areas, preparation of "barefoot doctors" began. They are selected by fellow commune workers on the basis of intelligence, educational level, desire to become doctors, and will to serve the commune. They can be of any age or sex. All undergo three to six months formal training in either a commune hospital, agricultural college, or medical college. This is followed by on the job training. Courses include anatomy, physiology, pathology, acupuncture, and medicinal herbs. Basic responsibilities are environmental sanitation and preventive medicine. They supervise collection, treatment, storage, and use of human excrement for fertilizer; spraying of pesticides; and storage of drinking water. They dispense first aid, immunizations, and health examinations; and decide when a person should be sent to the commune hospital. (Author/AV)

SP

ED 141 264 SP 010 752

Wager, Walter

Instructional Curriculum Mapping.

Pub Date Apr 76

Note—24p.; Paper presented at the Annual Spring Conference of the American Educational Research Association (San Francisco,

California, April 21, 1976) ; Figures may be marginally legible due to small type of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, *Cognitive Processes, Concept Formation, *Course Organization, Curriculum Design, *Curriculum Planning, *Educational Objectives, *Instructional Design, Learning Processes, Lesson Plans, Sequential Learning, Teacher Attitudes

Instructional Curriculum Mapping (ICM) is a set of guidelines for diagramming the interrelationships among objectives from different domains of learning. Five major learning domains are identified: (1) intellectual skills; (2) cognitive strategies; (3) verbal information; (4) motor skills; and (5) attitudes. This paper examines the functional relationships among objectives from these five domains. Diagramming these relationships provides a visual analytic tool for the teacher in instructional sequencing and makes evident the need for instructional strategy decisions based upon the functions being served by the performance objectives. This report illustrates with flow charts how ICM is set up for accomplishing educational objectives by using the interdependency of the major learning domains. (JD)

ED 141 265 95 SP 010 917

Hazard, William R. And Others

Legal Issues in Teacher Preparation and Certification.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 77

Note—157p.

Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle N.W., Suite 616, Washington, D.C. 20036 (1-9 copies, \$3.00 ea.; 10-99, \$2.90 ea.; 100+, \$2.80 ea.)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Certification, Collective Bargaining, Corporal Punishment, *Court Litigation, Expulsion, *Legal Problems, *Legal Responsibility, School Personnel, Standards, State Standards, Suspension, *Teacher Certification, *Teacher Education

Legal issues in teacher preparation and certification are discussed from three perspectives of relevance to educators. First, the legal responsibilities of preservice and inservice teachers in relation to pupils and other participants in the school setting are scrutinized and the controversies surrounding collective negotiations, corporal punishment, and educational malpractice are addressed. Second, the ambiguities inherent in balancing state interests against individual interests are explored, and the problems engendered in attempting to establish and enforce standards for teacher education programs and personnel are considered. Third, the legal merits of theoretical challenges that might force the reform of existing teacher education practices are evaluated, and it is suggested that the courts will proceed cautiously in dealing with unprecedented cases and, that even where reformist litigation may be successful, difficult problems of remedy will remain. The three discussions summarize the status of teacher certification today and offer a base of information from which educational personnel can expand their knowledge of legal issues in their profession. (MM)

ED 141 266 95 SP 010 939

McKnight, Philip C. Bush, Robert N.

Microteaching: A Selected Bibliography.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 77

Note—46p.

Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle N.W., Suite 616, Washington, D.C. 20036 (1-9 copies, \$1.00 ea.; 10-99 copies, \$0.95 ea.; 100+ copies, \$0.90 ea.)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Bibliographic Citations, Educational Development, Educational Research, *Microteaching, Teacher Education, Teaching Skills, Video Tape Recordings

This bibliography contains a selection of documents and journal articles on microteaching

found in the ERIC data base. The entries were selected for their quality, uniqueness, and clarity of presentation and represent a sample of those projects that have made an important contribution to the development of microteaching for research and training. Citations appear in alphabetical order under subject headings and, when available, with an ERIC abstract or annotation. An introduction and a discussion of the development of microteaching are included. (MM)

ED 141 267 95 SP 011 015

Rarick, G. Lawrence And Others

The Motor Domain and its Correlates in Educationally Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date 76

Grant—OEG-0-8-071097-1760; OEG-0-70-2568(610)

Note—242p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$16.95)

Document Not Available from EDRS.

Descriptors—Academically Handicapped, Art Activities, *Educable Mentally Handicapped, *Factor Analysis, Handicapped Children, Handicapped Students, *Individualized Instruction, Individualized Programs, Mentally Handicapped, *Minimally Brain Injured, *Motor Development, Motor Reactions, *Physical Education, Psychomotor Skills

This monograph is an account of two related investigations of the motor domain and its correlates in educationally handicapped children. Part I describes an investigation primarily concerned with the identification of the basic components of the motor behavior of educable mentally retarded children through the use of factor analysis techniques. The hypothesized factor structure included: static muscular strength; explosive muscular strength; muscular strength-endurance; gross body coordination; cardio-respiratory endurance; limb-eye coordination; manual dexterity; static balance; kinesthesia; flexibility; speed and coordination of gross limb movements; body fat; and body size. The basic premise underlying this investigation is that man's motor capabilities are in part made up of a number of general abilities, many of which provide the foundation upon which specific motor traits are built. Part II is a report of an experiment designed to determine the effects of individualized versus group-oriented physical education programs upon selected parameters of the development of educable mentally retarded and minimally brain injured children. Assessments were made of changes in measures of motor, intellectual, social, and emotional development of educable mentally retarded and minimally brain injured children exposed to 20 weeks of daily instruction in physical education in contrast to control groups. Each of the studies is followed by a bibliography. The appendices contain: a table of reliabilities of motor performance measures; table of intercorrelations upon which the factor analyses are based; the individualized education program; and the art program. (MM)

ED 141 268 SP 011 079

Fluegelman, Andrew, Ed.

The New Games Book. Play Hard, Play Fair, Nobody Hurt.

Pub Date 76

Note—193p.

Available from—Doubleday & Co. Inc., 245 Park Avenue, New York, New York 10017 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Creative Activities, *Games, *Leisure Time, *Play, *Recreational Activities

This is a compilation of games that are an alternative to organized competitive sports. These games are played with simple equipment and are designed for two people and also for large groups. (JD)

ED 141 269 SP 011 098

MacBeth, Jon Allbrook, Lee

Kinesiology Carnival: A New Teaching Technique.

Pub Date 77

Note—8p.; Paper presented at the National Conference on Teaching Kinesiology (University of Illinois, June 8-11, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Students, *Elementary School Students, Human Body, Motion, *Physical Education, *Teaching Experience
Identifiers—*Kinesiology

A "kinesiology carnival" was found to be a useful classroom project for university physical education majors working with elementary school children. In the spring of 1977, kinesiology graduate and undergraduate students at Middle Tennessee State University in Murfreesboro and 60 local fifth-grade students carried out a kinesiology carnival at the campus school. The major goals of the carnival were to present kinesiological principles of human movement in new and exciting ways to elementary school children, to encourage the development of critical and creative skills in both the children and the college students, and to provide the physical education majors with a first-hand experience in working with elementary school pupils. Prior to the carnival, the university students were divided into six groups for the preparation of six separate stations, each of which would employ a planned multimedia presentation of a kinesthetic principle. The students were encouraged to explore various teaching methods and resources in preparing these presentations. On carnival day, the elementary students (in groups of ten) visited one station at a time, rotating through the gym until all stations had been covered. Evaluation procedures were undertaken at the conclusion of the carnival. The carnival was found to be an effective, low-cost tool for providing direct experiential learning of both content and communication skills for undergraduate and graduate physical education majors. (Author/MM)

ED 141 270 SP 011 099

Alvir, Howard P.

Technical Assistance Outlines for Research Proposal Writers Conforming to Guidelines Derived from the FEDERAL REGISTER.

Pub Date 5 Nov 76

Note—28p.; For related documents, see ED 120 617 and ED 123 241

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Research, *Evaluation Criteria, *Evaluation Methods, Evaluative Thinking, Formative Evaluation, Measurement Techniques, *Program Evaluation, *Research Criteria, *Research Methodology, Research Needs, Research Projects, Summative Evaluation

This provides the basic format to be followed for conducting a research project. The method of analyzing the procedure for making a successful research project is broken down into six components: (1) State the problem briefly and explain its importance and significance; (2) State the hypotheses to be tested and explain specific questions to be answered; (3) Summarize pertinent research in other related research by citing sources of special importance, discussing the proposed study as it relates to previous and ongoing research, specifying how the study will extend the body of knowledge, and pointing out distinctive or unique aspects of the proposed research; (4) Describe all important procedures in detail, listing steps to be followed and time lines for each step, and identifying all pertinent components involved in the research project; (5) Include data on personnel, facilities, duration, budget, support, related projects, and funding anticipations; and (6) Summarize by stating how this project will yield usable results in a reasonable period of time and if it can be used in a substantial number of similar activities. A list of avoidable research errors is included in this report. The appendices give examples of federal criteria for federal research projects. (JD)

ED 141 271 SP 011 100

Armstrong, David G. Savage, Tom V., Jr.

Specifying Instructional Objectives: A Learning Package.

Pub Date 71

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Objectives, Concept Formation, *Instructional Design, Instructional Improvement, Instructional Programs, Learning Characteristics, *Learning Modules, Learning Theories, Performance Factors, Student Attitudes, *Teacher Education, *Teaching Methods

This module for the classroom teacher is intended to help the teacher realize specific aims in

instructional practice. Objectives outlined for the teacher are: (1) to be able to distinguish between broad goals and instructional objectives; (2) to be able to identify the characteristics of an instructional objective; (3) to be able to describe the general categories of instructional objectives; and (4) to be able to write instructional objectives precisely. The teacher should be prepared in an instruction session to clearly identify what each student is expected to do and the limits of what should be accomplished. An understanding that the learning process consists not only of intellectual activity but also physical activity (sight, touch, etc.) is important in teaching successfully. It is also essential that the teacher encourage enthusiasm and interests in the student so learning will be pursued beyond the classroom. At the conclusion of this guide, a competency check is presented for the teacher to assess his/her knowledge of the objective originally outlined at the beginning of the paper. (JD)

ED 141 272 95 SP 011 101

Johnston, Judy Barbour, Ken

Classroom Management and Module.

Pittsburg Univ., Pa. Teacher Corps Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavior Change, *Class Management, Effective Teaching, *Learning Modules, *Operant Conditioning

This module facilitates acquaintance with the application of behavioral principles in the classroom. It contains: (1) a pretest; (2) knowledge-based objectives and enabling activities; (3) demonstration-based objectives and enabling activities; (4) instructional personnel decision points; (5) two models demonstrating use of the module; (6) instructional personnel activities; (7) an observation form; and (8) a flow chart. (MM)

ED 141 273 95 SP 011 102

Pandolph, Eugene J. Lipps, John

Career Education Module.

Pittsburg Univ., Pa. Teacher Corps Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Awareness, *Career Education, Effective Teaching, *Learning Modules

This module was designed to help teachers understand the various dimensions of career development and to facilitate their ability to design appropriate learning experiences and activities to enhance their students' development and awareness of a wide range of personal, social, and vocational characteristics. (MM)

ED 141 274 SP 011 103

Swyers, Betty J.

Designing a Micro-Unit-Learning-Module.

Pub Date Jan 72

Note—6p.; This document will not reproduce clearly due to marginal print quality of the original

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Instructional Design, *Learning Modules, Lesson Plans, *Material Development, *Performance Based Education, *Program Development

The general format of a representative learning module is presented to provide a guide for teachers attempting to construct their own modules. A statement of need for such a project is followed by an examination of the individual components making up most learning modules: (1) organizational numbering system; (2) general statement; (3) task statement; (4) learning activities; (5) self-assessment; (6) answer key; (7) remediation activities. A sample module, "Mounting a Picture with Straight Edges," is given as a demonstration of these principles. Also discussed is the possible requirement for a teacher assessment and the relationship of the individual learning module to module clusters and general competency modules. (MB)

ED 141 275 SP 011 104

Harris, Ruth W.

Kinesiology Workbook and Laboratory Manual.

Pub Date 77

Note—279p.

Available from—Houghton Mifflin Company, 1 Beacon Street, Boston, Massachusetts 02107 (\$7.95)

Document Not Available from EDRS.

Descriptors—*Anatomy, Biochemistry, *Biological Sciences, Human Body, *Kinesthetic Perception, Motion, Motor Development, Physical Education, *Physical Sciences, Physiology

This manual is written for students in anatomy, kinesiology, or introductory biomechanics courses. The book is divided into two sections, a kinesiology workbook and a laboratory manual. The two sections parallel each other in content and format. Each is divided into three corresponding sections: (1) Anatomical bases for movement description; (2) kinetics and human motion; and (3) kinematics and human motion. Each section of the workbook is further subdivided into units which can be considered instructional units. Objectives are stated at the beginning of each unit of the workbook. Concepts, principles, and procedures necessary to reach those objectives follow, often in the format of programmed instruction. Examples of application to human motion are made. There is a series of movements to analyze or problems to solve. Correct solutions are provided to help the students determine whether or not they have mastered the material and reached the stated objectives for that unit. Laboratory experiments in each section are designed to reinforce the students' knowledge of the concepts and theories of that section of the workbook and to give them experience in using the scientific method of investigation. (Author/JD)

ED 141 276

SP 011 108

Barnett, Linda D., Ed.

Participants' Progress: The First Five Years. A Status Report on Candidates in the National Ed.D. Program for Educational Leaders.

Pub Date 77

Note—28p.; Some tables may not reproduce clearly due to marginal size of print of original document

Journal Cit—The Gatekeepers' Gazette; v6 n3 1976-77

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Education, Doctoral Degrees, *Doctoral Programs, Educational Opportunities, *Educational Programs, *Graduate Study, *Principals, *Professional Continuing Education

Identifiers—Florida (Fort Lauderdale), *Nova University

This is a report on the first five years of a three-year program operated in an external format designed to improve elementary and secondary schools by offering doctoral level training to practicing school administrators. The emphasis is on the characteristics of the students enrolled and their progress through the program. Information includes such matters as attrition rates, length of time to complete the program, and the number of students appealing program decisions. Data relating to students enrolled in other graduate programs in education are included as are data concerning school administrators participating in the program. The great majority of participants in this program are principals of elementary and secondary schools. Areas covered in the report include such matters as sex, race, and age of students participating. (JD)

ED 141 277

SP 011 115

Banathy, Bela H.

Redefining the Systems Space in Education.

Pub Date Apr 77

Note—13p.; Paper presented at the Annual Meeting, American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Continuous Learning, *Educational Improvement, Educational Quality, *Educational Research, *Organizational Development, *Organizational Theories, Productive Living, *Social Structure, *Systems Approach

A systemic, holistic perspective is used in examining three challenges to the educational community today and in positing the idea of a societal organization of education for meeting these challenges. The problems identified—(1) improvement in the quality of education, (2) provision of life-long learning experiences, and (3) improvement in the quality of life—create a demand on formal education probably impossible to meet under existing conditions. The direction of responses to these challenges, and often the possibility of coming up with a solution, depends upon the view one takes of the problem—e.g., strictly economic, "basics only," alternative

schools, etc. A systemic perspective, however, encompasses a macro-system view of education, directed toward identifying its components and interrelationships, thereby clarifying key entities around which the system should be organized. At the center of the system is the individual learner, and around this learner exist various domains facilitating his/her development: (1) the primary social system (family, peers, friends); (2) the formal educational system (various schools); (3) community educational systems (churches, agencies, cultural groups); (4) the communications system (press, TV, radio libraries); (5) the work system (public and private employment); and (6) ad hoc learning systems. A societal-level organization of these domains through informal and formal interorganizational arrangements would result in a manifold increase in educational potential, thus raising the possibility of solutions to existing educational challenges. (MB)

ED 141 278

SP 011 117

Godde, Roland

A Review and Evaluation of the CBTE Program at South Carolina State University.

New England Program in Teacher Education, Durham, N.H.

Pub Date Apr 77

Note—9p.

Available from—New England Program in Teacher Education, Box 550, Pettee Brook Offices, Durham, New Hampshire 03824 (\$3.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum Planning, *Educational Improvement, Elementary School Teachers, Learning Modules, Microteaching, *Performance Based Teacher Education, Preservice Education, *Program Development, Program Improvement, *Teacher Education

Identifiers—*South Carolina State University

This booklet describes the implementation of a Competency Based Teacher Education (CBTE) program at South Carolina State University. Students preparing to teach in elementary schools are involved in this program. CBTE is seen as a method for improving instruction and delivery of service to students, a method for increasing individualization of instruction, for establishing more consistency and predictability in delivery of instruction and learning expectations, and a method for keeping track of what the actual curriculum for the institution's elementary teacher education program is. The curriculum contains modules set up for curriculum, field experience, microteaching, and learning centers. The learning experience of the students over the past five years in which CBTE has been in effect has seemed to justify this method of teacher education. The university is in the process of refining and improving the program. (JD)

ED 141 279

SP 011 126

Christiansen, Monty L.

Park Planning Handbook. Fundamentals of Physical Planning for Parks and Recreation Areas.

Pub Date 77

Note—413p.

Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10010 (\$18.95)

Document Not Available from EDRS.

Descriptors—Forestry, Higher Education, Human Services, *Landscaping, *Land Use, Natural Resources, *Park Design, *Parks, Public Facilities, Recreation, *Recreational Facilities, Site Selection, Textbooks, Wildlife Management

This book is written primarily as a textbook for students of recreation and park administration. It is organized in two parts. Part one gives a detailed description of the process of park planning, phase by phase, explaining the functions, roles, contributions, and responsibilities of the members of the park planning team, from predesign conceptualization to actualization of the recreation experience. Part two contains a comprehensive explanation of each of the major support requirements for a park. Each chapter is dedicated to one specific supportive element of a park: circulation, lighting, water, wastewater, solid waste, and health, safety, and emergency provisions. The appendixes contain numerous examples and information sources for park planners, including special periodicals, lists of helpful governmental agencies, and special interest organizations with expert advice for park agencies, consultants, and individuals. (Author)

ED 141 280

SP 011 127

Sessoms, H. Douglas And Others

Leisure Services: The Organized Recreation and Park System. Fifth Edition.

Pub Date 75

Note—362p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$11.95)

Document Not Available from EDRS.

Descriptors—Administrative Policy, *Community Agencies (Public), *Community Recreation Programs, *Conservation (Environment), Economic Factors, Federal Recreation Legislation, *Human Services, *Leisure Time, Minority Groups, *Parks, *Recreation, State Recreation Legislation, Tourism

Following an introductory historical review, this book describes the functions, services, and resources of park and recreation systems. This survey emphasizes the social aspects of the park and recreation system and how the government meets these needs. Attention is given to minority groups and to the nature of financing services for the disadvantaged and priorities of programming. There is a complete analysis of the issues that confront park and recreational professionals and policy makers. The book describes the various settings in which recreation and park services are administered, the groups that are the major beneficiaries of those services, and the organizational structure developed to provide these opportunities. A selected bibliography is included. The appendix lists national nongovernmental agencies and organizations in the field of recreation, types of local public agencies and private agencies engaged in recreation. (JD)

ED 141 281

SP 011 128

Freeman, William H.

Physical Education in a Changing Society.

Pub Date 77

Note—323p.

Available from—Houghton Mifflin Company, 1 Beacon Street, Boston, Massachusetts 02107 (\$10.95)

Document Not Available from EDRS.

Descriptors—Affective Objectives, Career Opportunities, *Educational History, *Educational Philosophy, *Educational Trends, *Ethical Values, Futures (of Society), Health Education, Performance Based Teacher Education, *Physical Education, *Undergraduate Students

This book is written for undergraduate students in physical education. The text emphasizes the development of physical education and sport, separately and together, including the problems that have resulted. Philosophy is stressed and the area of ethics and ethical problems relating to physical education is discussed. The book is divided into six parts. Part one covers the broad topic of physical education and the allied areas of health education and recreation. In part two the historical development of physical education from ancient to modern times is related. Part three is devoted to a study of the evolution of philosophies of physical education, historical and contemporary. The rise of sports in America is related in the fourth part and includes a discussion of the ethical problems that may arise in the field of sports. Modern American physical education is the subject of part five, which includes a section on career opportunities in physical education and professional preparation for work as a physical educator. In the final part the author speculates on the future of physical education, trends, problems and challenges. At the end of every chapter in the book a list of suggested readings on each topic is presented. (JD)

ED 141 282

SP 011 129

Burton, Elsie C.

The New Physical Education for Elementary School Children.

Pub Date 77

Note—481p.

Available from—Houghton Mifflin Company, 1 Beacon Street, Boston, Massachusetts 02107 (\$11.95, 20% discount for purchase by school)

Document Not Available from EDRS.

Descriptors—Child Development, Curriculum Planning, Elementary Education, Human Body, *Kinesthetic Perception, Motor Development, *Perceptual Motor Learning, *Physical Education, Psychomotor Objectives, *Skill Development, *Teaching Methods

This book is written for physical educators and classroom teachers of elementary school children. It is divided into five parts. Part one presents background information for developing a child-centered program and explores the educational potential of movement experiences. Part two introduces a six-step model designed to provide a sound theoretical basis for curriculum development, beginning with an assessment of each child's educational needs and ending with an evaluation of the learning outcomes. Part three focuses on learning activities designed to develop children's bodily, spatial, and kinesthetic awareness. In part four a systematic sequence of learning experiences is outlined with emphasis on basic skill development. Part five relates the skills and concepts developed by participation in the learning activities described in parts three and four to the three principal movement forms: educational dance, games, and gymnastics. Three appendices contain an observation form developed to help students appraise a physical education program, an annotated bibliography, and sources for rhythmic accompaniment. (Author/JD)

ED 141 283 SP 011 130

Beim, George

Principles of Modern Soccer.

Pub Date 77

Note—353p.

Available from—Houghton Mifflin Company, 1 Beacon Street, Boston, Massachusetts 02107 (\$10.95)

Document Not Available from EDRS.

Descriptors—*Athletic Coaches, Athletics, Games, *Physical Education, Physical Fitness, *Soccer, *Teaching Styles, Teamwork, *Training Techniques

This book is written to give a better understanding of the principles of modern soccer to coaches and players. In nine chapters the following elements of the game are covered: (1) the development of systems; (2) the principles of attack; (3) the principles of defense; (4) training games; (5) strategies employed in restarts; (6) physical fitness and warm-up exercises; (7) general principles of coaching; (8) coaching techniques; (9) coaching tactics. (JD)

ED 141 284 SP 011 131

Logsdon, Bette J. And Others

Physical Education for Children: A Focus on the Teaching Process.

Pub Date 77

Note—328p.

Available from—Lea & Febiger, 600 Washington Square, Philadelphia, Pennsylvania 19106 (\$14.75)

Document Not Available from EDRS.

Descriptors—*Child Development, Dance, Educational Objectives, *Effective Teaching, Elementary Education, Exercise (Physiology), Games, Kinesthetic Perception, Motor Development, Perceptual Motor Coordination, *Perceptual Motor Learning, *Physical Education, Skill Development, *Teacher Education, *Teaching Methods

This book is written for the physical education teacher at the elementary school level. In its ten chapters the following topics are covered: (1) an historical and philosophical examination of physical education in the American schools; (2) changes and new goals in the field of physical education; (3) concepts of learning and development in the child, child behavior, and teacher responsibilities; (4) basic mechanical principles governing body motion; (5) a discussion of the various aspects of bodily movement; (6) educational dance; (7) educational games; (8) educational gymnastics; (9) means for becoming a more effective teacher; and (10) evaluation of processes and products. (JD)

ED 141 285 SP 011 132

Crowe, Walter C. And Others

Laboratory Manual in Adapted Physical Education and Recreation.

Pub Date 77

Note—244p.

Available from—The C.V. Mosby Company, 3301 Washington Boulevard, St. Louis, Missouri 63103 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Adapted Physical Education, Exercise (Physiology), *Handicapped Children, Individualized Instruction, Orthopedically Handicapped, *Perceptual Motor Learning, Physi-

cal Activities, *Physical Education, *Physically Handicapped, Physical Therapy, Special Education, Student Teachers, *Teacher Education

This laboratory manual is written for students majoring in physical education and recreation in the field of adapted physical education for the handicapped. Thirty-one laboratory assignments or lessons are presented, allowing the instructor to assign those that are most meaningful to students preparing to teach in a variety of geographical areas, at different school levels, and for the many different types of handicapping conditions found in adapted physical education classes and in the recreation setting. Forms, tables, charts, and equipment specifications necessary to complete each experiment are included in each assignment, as are tear-out laboratory assignment sheets for the student to complete and submit to the instructor. (Author/JD)

ED 141 286 SP 011 133

Katch, Frank I. McArdle, William D.

Nutrition, Weight Control, and Exercise.

Pub Date 77

Note—365p.

Available from—Houghton Mifflin Company, 1 Beacon Street, Boston, Massachusetts 02107 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Biochemistry, *Body Weight, *Dietetics, Eating Habits, *Exercise (Physiology), Human Body, Metabolism, *Nutrition, Physical Characteristics, *Physical Fitness

This book contains information on nutrition, weight control, and exercise. Some basic information from the biological sciences is included but a specialized background is not necessary to understand the text. The content is appropriate for nutrition, weight control, exercise, and physical fitness courses at the university level, for the various exercise programs offered at health spas and clubs, as well as for the professional preparation of exercise specialists in physical education and the health-related disciplines. (JD)

ED 141 287 SP 011 134

Getchell, Bud

Physical Fitness: A Way of Life.

Pub Date 76

Note—300p.

Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 (\$6.50)

Document Not Available from EDRS.

Descriptors—Body Weight, Dietetics, *Exercise (Physiology), *Health Programs, *Individual Activities, Life Style, *Lifetime Sports, Muscular Strength, Nutrition, Physical Development, *Physical Fitness

This book outlines a carefully developed program for physical fitness. The concept of physical fitness and its physiological basis are examined and guidelines are laid down to enable the reader to evaluate an individual physical exercise program commensurate with his or her age and physical condition. Advanced conditioning methods are described as well as the interrelationships between nutrition, weight control, coronary artery disease, and physical activity. The value and feasibility of popular sports as lifelong physical fitness activities are evaluated. (JD)

ED 141 288 SP 011 135

Broekhoff, Jan. Ed.

Physical Education, Sports and the Sciences: Papers Presented in Honor of H. Harrison Clarke.

Pub Date 76

Note—406p.

Available from—Microform Publications, College of Health, Physical Education and Recreation, University of Oregon, Eugene, Oregon (No price quoted)

Document Not Available from EDRS.

Descriptors—*Athletics, *Exercise (Physiology), *Human Body, Perceptual Motor Learning, *Personality, Physical Education, *Physical Fitness, Teaching Methods

Identifiers—Biomechanics, *Clarke (Harrison)

The papers included in this publication encompass research studies in physical fitness, the physiology of exercise, anthropometry, motor learning, teaching methodology, and personality. Many of these papers accentuate physical components; others identify different variables in the composite of personality such as the mental, social, and emotional characteristics affecting the

physiology of an individual. Although there is no single pervading theme, the papers divide into several sub-fields: (1) the reminiscences of Dr. H. Harrison Clarke and the contributions of his colleagues and contemporaries; (2) measurement, evaluation, and physical fitness; (3) the physiology of exercise; (4) motor learning; (5) the relationships between morphology and function; and (6) the interaction of sports and personality. One paper contributes to the area of biomechanics. An author profile precedes each paper. A bibliography of the writings of H. Harrison Clarke is appended. (MM)

ED 141 289

SP 011 136

Johnson, M.L.

Functional Administration in Physical and Health Education.

Pub Date 77

Note—387p.

Available from—Houghton Mifflin Company, 1 Beacon Street, Boston, Massachusetts 02107 (\$12.50)

Document Not Available from EDRS.

Descriptors—*Health Education, Legal Responsibility, *Management Systems, *Physical Education, *Program Administration, *Program Budgeting, Recreation, School Community Relationship

This book covers physical and health education administration from elementary through secondary school. Part one describes the administrative context. Systems management and administrative philosophy are introduced and applied to physical and health education. Part two describes the actual school programs that are to be managed. Both traditional and innovative ideas are included to take account of personal preferences. Part three explores in independent chapters certain general topics applicable to more than one of the basic programs and is entitled "supportive operations". The complete book is designed to foster the development of critical management competencies. (Author/JD)

ED 141 290

SP 011 137

Rand, Charlotte, Ed.

Resources for School Based Teacher Educators

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date May 77

Note—318p.; Paper prepared as part of the project "Improving the Competence of School Based Teacher Educators through CBTE Training and Credentialing Systems; for related documents, see ED131 039-41, ED124 512-15, SP011 137-40.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Audiovisual Aids, Career Planning, Cross Cultural Training, Educational Development, Educational Diagnosis, Instructional Improvement, Interpersonal Competence, *Learning Modules, *Performance Based Teacher Education, Reading Materials, Research Utilization, *Resource Materials, *Resource Units, *Teacher Educator Education, Teacher Improvement, Teaching Styles

Identifiers—*School Based Teacher Educators

This guide, containing twenty competencies, was designed to aid the school-based teacher educator in twenty selected areas to improve his ability to help teachers. Criteria for materials included in the twenty competencies stressed change potential, concreteness of objectives, accessibility, and quality. Each of the twenty divisions of the catalogue contains an initial competency statement, a short introduction as to competency use, and situations in which the need for its use might arise, and a breakdown of the major competency into subcompetencies and resources. Topics covered are: (1) interpersonal skills and communication; (2) data collection and use; (3) cross cultural/socioeconomic understanding; (4) conversion of educational theory into practice; (5) development of teaching style; (6) improvement of course content and theory comprehension; (7) diagnostic improvement; (8) class environment development; (9) instructional goals development; (10) materials development and adaptation; (11) teaching strategy selection; (12) personalized learning plan development; (13) leadership skill development; (14) classroom management; (15) instructional effectiveness evaluation; (16) professional planning; (17) conference planning; (18) teacher self-awareness; (19) planning, organizational, and management

skill development; and (20) research study facilitation. (MB)

ED 141 291 SP 011 138

Cooper, James M., Ed. And Others

Objectives, Indicators of Attainment, and Assessment Criteria for Twenty School Based Teacher Educator Competencies.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date Jun 77

Note—102p.; For related documents, see ED131 039-41, ED124 512-15, SP011 137-40.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Behavioral Objectives, *Evaluation Criteria, *Learning Modules, Performance Based Teacher Education, *Teacher Educator Education, *Training Objectives

Identifiers—*School Based Teacher Educators

This document is a companion volume to the paper "Resources for School Based Teacher Educators" and is composed of specifications of objectives, indicators of attainment, and assessment criteria for the twenty competencies outlined in that volume. Each competency is divided into a number of sub-competencies, for which behavioral objectives, activities for demonstrating objective attainment, and criteria for evaluating activities are provided. (MB)

ED 141 292 SP 011 139

Cooper, James M. And Others

Self-Assessment Instrument for Twenty School Based Teacher Educator Competencies.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date May 77

Note—17p.; For related documents, see ED131 039-41, ED124 512-15, SP011 137-40.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Ability Identification, Cognitive Ability, *Knowledge Level, *Learning Modules, Performance Based Teacher Education, *Self Evaluation, *Teacher Educator Education

Identifiers—*School Based Teacher Educators

This document is a companion volume to "Resources for School Based Teacher Educators" and provides a self-assessment instrument for teacher educators in rating themselves on the twenty competencies described in that volume. The instrument consists of sixty-six items, for which the teacher educator is asked to assess his competence on a five-point scale. After taking the self-assessment and interpreting the results, the teacher educator can proceed in improving those areas in which he perceives a need for additional help, using the resource volume to identify published materials available to him. (MB)

ED 141 293 SP 011 140

Kingery, Dwane

Implementing the School Based Teacher Educator Program in Teacher Centers.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date May 77

Note—37p.; For related documents, see ED131 039-41, ED124 512-15, SP011 137-40.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Evaluation Criteria, *Institutional Role, *Management Development, Performance Based Teacher Education, *Program Development, Program Planning, *Teacher Centers, *Teacher Educator Education

Identifiers—*School Based Teacher Educators

This report is designed to assist the personnel of organized teacher centers in instituting the School Based Teacher Educators program. The first section explores some basic assumptions and general principles underlying the concept of teacher centering as it is currently being employed, including collaboration, governance, societal role, diversity of opinion, goal specifications, career-long development, research efforts, etc. A standard definition of "teacher center" is offered, built on the premise of collaboration between various segments of the profession. The major members of a teacher center are identified and their roles discussed. An implementation plan is offered, devoted to suggesting objectives, action steps, and assessment procedures for each segment of a management plan: planning, organization, staffing procedures, governance, and

evaluation. A selected bibliography of twenty-four items concludes the report. (MB)

ED 141 294 SP 011 141

Summary of the Early Childhood Services Task Force on Teacher Competence.

Alberta Dept. of Education, Edmonton.

Pub Date 76

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Child Development, *Early Childhood Education, Effective Teaching, Family Attitudes, Individualized Instruction, *Parent School Relationship, *Parent Teacher Cooperation, Performance Criteria, Teacher Attitudes, *Teacher Behavior, Teacher Education, Teaching Skills

Identifiers—Alberta

This report on teacher competence in the field of early childhood education is divided into six sections. The first section outlines the rationale for the study and defines its particular thrust. The main intention of the survey is to describe and define the tasks and requisite skills of early childhood teachers in supporting families in the care and education of their children. Part two details the issues most relevant to a definition of teacher competence: (1) the purpose of early childhood programs, (2) the environments of center-based programs, (3) the roles of the teacher, and (4) a review of the nature and quality of research into teacher behavior. The third section details the methods of observation of teachers, the criteria upon which opinions were based and analysis of teacher behaviors in not only classroom situations but also in interaction with parents. The tasks and competence of the early childhood teacher are discussed in detail in the fourth section. These are divided into three major categories: (1) design and implementation of program -- ability to relate the use of time, space and activities to the developmental levels, learning abilities, and individual characteristics of children; (2) personal competence -- ability to serve as an effective model of behavior for children and other adults; (3) interpersonal competence -- ability to facilitate the child's mastery and satisfaction in interactions with physical environment, peers and adults. In section five the implications of the survey are discussed, and section six contains recommendations for improvement in the field. (JD)

ED 141 295 SP 011 143

Cooper, John E.

The Politics of Local Public Education: Some Problems With Power Analysis.

Pub Date May 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Data Collection, Interaction Process Analysis, Measurement Techniques, *Political Power, *Public Education, *Research Needs, *Research Problems, *Social Science Research, Vocabulary Development

Four problems are identified concerning politics and power as they relate to public schooling. The first problem is the definition of basic terms and the development of a vocabulary common to researchers investigating the field. Second is the problem of collecting information on and evidence of the political process. This problem is complicated by (1) the need to overcome obstacles such as the privacy of the decision making process, (2) the intangible and idiosyncratic nature of power reality, (3) the need for identifying suitable data-gathering techniques, and (4) the need for a theoretical base of power analysis. The third problem concerns power measurement and its quantification, and its interpretation as a possession or a relationship. The final problem concerns the phenomenon of change and fluctuation in power configurations. The importance of power analysis in studying and understanding the forces controlling schools is stressed. (MB)

ED 141 296 SP 011 145

Ender, Norman S.

The Interaction Model of Anxiety: Some Possible Implications.

Pub Date May 77

Note—35p.; Paper presented at the Annual Conference of the North American Society for the Psychology of Sport and Physical Activity (Ithaca, New York, May 23, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Anxiety, *Athletes, Behavior Theories, Interaction, Locus of Control, *Per-

formance Factors, Personality Studies, *Psychological Characteristics, *Reactive Behavior, Self Concept, Situational Tests, *Stress Variables

Identifiers—Sport Psychology

In this paper differing theories on behavioral psychology are examined as they relate to individual reactions to anxiety producing situations. The focus is on athletes and how personality traits and stress situations influence their behavior and performance. The basic question asked is "How do persons and situations interact in promoting or restricting behavior?". Personality traits of athletes were studied with particular emphasis upon their inclination toward anxiety reactions or their relatively stable attitudes reflecting a low-anxiety profile. Since athletic performance, although related to ability, is also affected by situational factors and motivational factors such as anxiety, it is important to determine how athletes perceive various situations, how this perception affects their anxiety level, and finally how the anxiety might affect performance. Further studies are suggested focusing on how anxiety can be reduced so that persons can function at a level that is closer to their maximum potential. (JD)

ED 141 297 SP 011 146

Landers, Daniel M. And Others

Habit Strength Differences in Motor Behavior: The Effects of Social Facilitation Paradigms and Subject Sex.

Pub Date 77

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adaptation Level Theory, Analysis of Variance, *Arousal Patterns, *Behavior Patterns, Behavior Theories, *Habit Formation, Perceptual Motor Learning, Performance Factors, *Reactive Behavior, Sex Differences, Stimulus Behavior

This document reports on research on the effects which the presence of other individuals have on another individual's performance. The experiment was conducted as follows: Selected male and female subjects were given the task of following a blind maze with a stylus. They were tested in performance under three different circumstances, alone, with a coactor, and with an observer. It was hypothesized that the presence of an observer (audience) or coactors would increase an individual's generalized drive which would enhance the emission of the most dominant motor response (either correct or incorrect). The distraction of intermittent noise was added during testing. The noise condition was surprisingly ineffective in producing an effect on performance. Relative to an alone-control condition, the social and physical stress conditions increased subjects' error rate during the incorrect-response phase and decreased errors during the correct-response phase of the experiment. The results of this study demonstrated the response pattern predicted by the hypothesis. A distinct difference between the sexes was noted, with women more significantly affected by coaction than men and making more errors under this condition. (JD)

ED 141 298 SP 011 148

Williams, Ian D.

Ischemic Nerve Block.

Pub Date 77

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Exercise (Physiology), Kinesthetic Perception, *Motor Reactions, Neurology, Physiology, *Stimulus Behavior

Identifiers—*Ischemic Nerve Block, Proprioception, Reflexes

This experiment investigated the capability for movement and muscle spindle function at successive stages during the development of ischemic nerve block (INB) by pressure cuff. Two male subjects were observed under six randomly ordered conditions. The duration of index finger oscillation to exhaustion, paced at 1.2Hz., was observed on separate days immediately, 5, 10, and 15 minutes following cuff application, and after kinesthetic sense loss (KSL). A control condition observed only reflex responses to sudden flexions and extensions of the relaxed finger at the above times during a single cuff application with no active movement. These reflex responses were also observed before cuff application and following movement on other days. Finger movement persisted for two or more minutes at each

interval before KSL, and just under one minute following KSL. Reflexes appeared uninfluenced by cuff application without movement. Following movement during cuff application, reflexes were not found beyond the ten-minute observation. These findings indicate reduced but experimentally useful movement capability following KSL provided the subject rests. The alteration of muscle spindle function following movement before KSL is relevant to studies using INB to study the role of proprioception in skilled movement. (Author)

ED 141 299 SP 011 149

Identification of Physically Underdeveloped Pupils:

Activities to Improve Their Performance.

President's Council on Physical Fitness and Sports, Washington, D.C.
Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Elementary School Students, Muscular Strength, *Physical Development, *Physical Fitness, Remedial Programs, *Screening Tests, *Secondary School Students
Identifiers—Agility, Cardiorespiratory Fitness, Flexibility (Physiology)

Screening tests consisting of observation procedures and simple physical exercises requiring only a chin bar, stopwatch, and record forms are suggested for identifying pupils aged ten to seventeen who are underdeveloped in strength, flexibility, agility, or cardiorespiratory endurance. Classes should be divided into pairs with one pupil acting as scorer while the other performs the test. Tests consist of (1) pull-ups (boys) or flexed arm hand (girls) for measuring strength, (2) situps for measuring flexibility, (3) squat thrust for measuring agility, and (4) a recovery index test for measuring cardiorespiratory endurance. Performance standards for each test are given, and observable signs in pupils during or after exercise which may indicate a need for medical referral are listed. Remedial programs are suggested for those who fail the screening test standards. (MB)

ED 141 300 SP 011 150

Pargman, David Burgess, Sharon S.

Hooked on Exercise: A Psycho-Biological Explanation.

Pub Date 77

Note—24p.; Paper presented at the 1977 Annual Meeting of North American Society for the Psychology of Sport and Physical Activity; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Exercise (Physiology), Motivation, Personality Change, *Physical Activities, Physical Fitness, Psychological Characteristics, *Psychological Needs, Psychological Patterns, *Psychophysiology, *Stimulus Behavior

Identifiers—Augmentation Reduction Model, Drive Reduction Theory, *Exercise Addiction, Sport Psychology

A comprehensive examination of the psychological and biological factors involved in exercise addiction is presented in an attempt to explain the varying position of individuals on the continuum of ability to commence and continue a regimen of physical activity. Physiological considerations in exercise tolerance and the feelings derived from exercising are discussed. The psycho-social perspective is examined with consideration given to a number of theoretical orientations in this area, including Freud's drive reduction theory, Petrie's augmentation-reduction model, Eysenck's research on extraversion-introversion and the opponent-process theory of motivation, theories primarily relating to the phenomenon of exercise addiction. Psychological mechanisms are identified which encourage a high frequency of participation in physical activity such that participants are considered to be habituated. (Author/MB)

ED 141 301 SP 011 151

Burgess, Sharon S. Pargman, David
Stimulus-Seeking, Extraversion, and Neuroticism in Regular, Occasional, and Non-Exercisers.

Pub Date 77

Note—22p.; Paper presented at the 1977 Annual Meeting of North American Society for the Psychology of Sport and Physical Activity; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Arousal Patterns, *Exercise (Physiology), *Motivation, Neurosis, *Physical

Activities, Physical Fitness, *Psychological Patterns, *Psychophysiology, Stimulus Behavior
Identifiers—*Exercise Addiction, Exercise Frequency, Extraversion, Sport Psychology

To test the hypothesis that stimulus-seeking and extraversion underlie "exercise addiction" and sport involvement, the relationships among stimulus-seeking, extraversion, and exercise frequency were examined in ninety males matched on age and educational level. The Stimulus Variation Seeking Scale, Sensation-Seeking Scale (SSS) and Eysenck Personality Inventory (EPI) were administered to thirty regular, thirty occasional, and thirty nonexercisers. Interpretation of the test scores revealed that regular and occasional exercisers scored significantly higher on the SSS Thrill and Adventure Seeking Scale and lower on the EPI Neuroticism Scale (N) than nonexercisers. Extraversion was positively correlated to stimulus-seeking but did not differentiate among groups. These results indicate that at least one form of stimulus-seeking, (thrill and adventure seeking) may be a motivating force in physical activity and sport participation, but it does not distinguish subjects on the basis of exercise frequency and is not a factor in exercise addiction. Higher levels of stability in exercisers may reflect the feeling of well-being that they report gaining from vigorous physical activity, rather than being due to some emotional liability on the part of nonexercisers. (Author/MB)

ED 141 302 SP 011 152

Cundiff, D. Schwane, J.

Walking Versus Jogging in Stages III and IV of the Bruce Treadmill Test.

Pub Date 28 Jan 77

Note—17p.; Paper presented at the Annual Meeting, American College of Sports Medicine (24th, June 28, 1977, Chicago)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Measurement Instruments, *Measurement Techniques, *Physical Activities, *Predictor Variables, Running, *Testing Problems, Test Reliability

Identifiers—*Bruce Treadmill Test

Observations during research involving the Bruce Treadmill Test (BTMT) indicating that Stage III for females and Stage IV for males represented speeds which are intermediate between comfortable walking and comfortable jogging for many subjects, prompted this study to determine ways to obtain more consistent group results. Twenty-eight subjects (fourteen males and fourteen females) ages 20 to 27 performed two Bruce tests on separate days. The subjects walked throughout the stage in question in one test and jogged throughout that stage in the other test. On the average, females had longer test durations when walking than when jogging in stage III, while males had longer test durations when jogging than when walking during stage IV. Other data indicated that the ranges of individual differences in test durations between walking and jogging protocols represented differences between predicted and measured aerobic capacity of up to nineteen percent of measured capacity. The investigation demonstrated that physiological performance and prediction of aerobic capacity in some individuals were greatly affected by the choice of movement mode in Stages III and IV of the BTMT. It was recommended that those interested in predicting aerobic capacity from BTMT performance time on this age group would obtain more consistent group results by: (1) advising males to jog in Stage IV and (2) advising females to walk in Stage III. (Author/MB)

ED 141 303 SP 011 153

Williamson, John A. Campbell, Lloyd P.

Inner-City Teachers More Authoritarian.

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Authoritarianism, Class Attitudes, *Class Management, Human Relations, Personnel Selection, *Preservice Education, Secondary Education, *Student Teacher Relationship, *Student Teaching, Suburban Schools, Teacher Attitudes, Urban Schools

Findings of this study indicate that preservice teachers engaged in student teaching tend to become less humanistic and more authoritarian in their relations with students as the student teaching experience progresses. In addition, inner-city student teachers tend to be more custodial before they begin student teaching than are suburban student teachers after they

complete student teaching. The sample for the study consisted of fifty-eight secondary school student teachers in suburban schools and twenty-seven secondary student teachers in inner-city schools. Subjects were administered the Pupil Control Ideology Inventory Questionnaire during presudent teaching orientation and again during the last week of student teaching. Survey results indicate that student teachers tend to enter student teaching with an idealistic and sometimes erroneous concept of what is involved regarding discipline maintenance in the classroom, thus undergoing a marked change toward more dominant classroom control forms as the experience progresses. The more stringent screening process for student teachers in inner-city schools appears to account in part for the finding that these student teachers are more custodial before they begin student teaching than are suburban student teachers after they complete student teaching. (MB)

ED 141 304 SP 011 155

Teacher Education, Certification and Assignment

Handbook.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date Jul 75

Note—134p.

Available from—State Board of Education, Oliver Hodge Memorial Building, Oklahoma City, Oklahoma 73105

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Accreditation (Institutions), *Certification, *School Personnel, State Boards of Education, State Licensing Boards, *State Standards, *Teacher Certificates, *Teacher Certification, Teacher Education
Identifiers—*Oklahoma

This booklet contains the rules, regulations, and minimum essentials governing the preparation and certification of teachers, administrators, and other school personnel in the state of Oklahoma. (JD)

ED 141 305 SP 011 156

Elmore, Randy F. Cromartie, Sue W.

Teacher Perceptions of and Reactions to Field Based Programs in Early Childhood, Elementary, and Middle School Education at the University of Georgia, 1973-74.

Pub Date Jun 75

Note—123p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Early Childhood Education, Educational Programs, Elementary Education, *Field Experience Programs, Middle Schools, Performance Based Teacher Education, *Preservice Education, *Program Evaluation, Surveys, *Teacher Attitudes, Teacher Behavior, Teacher Education, *Teaching Experience, Teaching Programs

Identifiers—University of Georgia

During the school year 1973-1974 the Division of Elementary Education at the University of Georgia had undergraduate programs involving field work in 13 schools. The schools were divided into three categories: centers for competency based teacher education, field experience centers, and teacher corps centers. These programs required the assignment of teams of professors and students to local elementary schools for work with classroom teachers and pupils. A survey was conducted on the classroom teachers' perceptions of and reactions to the field based programs. This report presents an analysis of the survey results. Response to the survey indicated the following reactions: (1) teachers perceived the field-centered programs to be beneficial and well operated; (2) teachers felt the programs benefited pupils in that greater individualization of learning was possible and that teachers themselves were frequently stimulated by the presence of college personnel; (3) students enjoyed their field-based contacts and experiences; (4) on the whole, classroom teachers felt that student teachers frequently taught well and related well to pupils. Four appendices included in this report contain sample questionnaires given to teachers for evaluation and tables giving responses to individually observed student teacher behaviors. (JD)

ED 141 306 SP 011 157

Diamond, Robert J.

1976 Follow-up of 1970-76 College of Education Graduates, University of Maine, Orono.

Pub Date 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Choice, College Graduates, Educational Research, Employment, Employment Patterns, Followup Studies, Graduate Surveys, Job Satisfaction, Professional Training, School Surveys, Teacher Education, Vocational Followup

Identifiers—University of Maine

This paper gives the results of a followup study of the graduates (1970-76) from the college of Education at the University of Maine at Orono. Questionnaires were sent to randomly selected graduates, 342 of whom responded. Twelve basic topics were covered in the survey: (1) How did you find your present job? (2) What was the most important reason for getting your job? (3) If you had a choice now, what would you do? (4) What was the primary reason for taking present job? (5) How well did your education prepare you for present job? (6) If you were beginning your undergraduate program again, what would you change? (7) What undergraduate courses were most valuable to you (graduates who are in teaching)? (8) What undergraduate courses were least valuable? (9) How would you rate career advisement and guidance? (10) How would you rate program instruction? (11) What competencies were lacking in your first year of teaching? (12) What changes would you recommend in the undergraduate teacher education curriculum? The largest percentage of those responding to this survey were actively teaching; however, many had jobs in other fields. The replies to survey questions are listed in tables, and a sample of the questionnaire is included. (JD)

ED 141 307

SP 011 158

Wallace, James M.

From Procession to Profession: An Historical Case Study in the Governance of Teacher Education.

Pub Date 77

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accreditation (Institutions), Educational Legislation, Governance, Organizational Effectiveness, Political Influences, Political Issues, Power Structure, Professional Associations, State Boards of Education, State Departments of Education, State Standards, Teacher Associations, Teacher Certification, Teacher Educator Education

Identifiers—Oregon

In 1973, the Oregon legislature transferred from the State Board of Education to the Teacher Standards and Practices Commission full legal authority over teacher certification and decertification and over the accreditation of teacher education programs. With this move, governance of the educational profession was removed from the control of laymen (elected officials, appointed officials) and placed in the hands of practicing educators themselves. Decision making on educational matters was transferred to representatives of the groups affected, i.e., teachers. The movement in the state, over a period of years, culminated in placing Oregon educators in a legal position comparable to that of members of professions such as medicine and law in giving teachers authority to control preparation for, and entry into, their own occupation. (JD)

ED 141 308

SP 011 159

McMullen, David W.

Toward a Generative Model of the Teaching-Learning Process.

Pub Date 77

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Processes, Creativity Research, Educational Psychology, Educational Research, Intentional Learning, Learning Experience, Learning Processes, Learning Theories, Models, Teacher Education, Teaching Procedures

Until the rise of cognitive psychology, models of the teaching-learning process (TLP) stressed external rather than internal variables. Models remained general descriptions until control theory introduced explicit system analyses. Cybernetic models emphasize feedback and adaptivity but give little attention to creativity. Research on artificial intelligence and transformational grammar indicates the importance of generative processes

in intelligence systems. A model, Generative Model of the Teaching-Learning Process (GENTL), expands the early Test-Operate-Test-Exit (TOTE) unit into a monitor and three subsystems—designer, executor, and adaptor—each isomorphic with the overall system, thereby permitting recursion of generic functions. Such a model has support in TLP literature and suggests a generative approach to teacher training. (Author)

ED 141 309

SP 011 160

Feaster, Anne Nutter, Barbara

Graduate Credit Contract Course as a Flexible Model for Inservice Design.

Pub Date Feb 77

Note—21p.; Paper presented at 57th Annual Meeting of National Association of Teacher Educators (Atlanta, Georgia, February 3-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Consortia, Educational Coordination, Field Experience Programs, Inservice Teacher Education, Interinstitutional Cooperation, Teacher Centers, Teacher Education, Teaching Experience, Team Teaching

Identifiers—West Virginia

The graduate courses and inservice teacher education workshops in Harrison County, W. Va. serve as a flexible model for inservice design. The description presented in this paper incorporates the following components of the teacher center model: (1) semi-annual needs assessment; (2) broad course topics; (3) team teaching techniques; (4) number of class meetings; (5) blending of theory and practice; (6) field-based, problem-based project work; (7) planned time for sharing ideas; (8) cross-fertilization of personnel from public school, higher education and the state department of education; and (9) flexible scheduling. Charts illustrate the organizational structure and a brief evaluation of the project is offered. (JD)

ED 141 310

SP 011 161

Curran, John

Harrison County Teacher Education Center Needs Assessment Survey: A Second Look.

Pub Date Feb 77

Note—21p.; Paper presented at 57th Annual Meeting, Association of Teacher Educators (Atlanta, Georgia, February 2-5, 1977); For related document, see ED 124 549

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Coordination, Inservice Teacher Education, Interinstitutional Cooperation, Needs Assessment, Summative Evaluation, Surveys, Teacher Centers, Teacher Education

Identifiers—West Virginia

This paper contains an analysis of the data gathered from the 1975-76 Harrison County Teacher Education Center (HCTEC) needs assessment survey. The original study analyzed the opinions of 13 client groups concerning the HCTEC. The study concentrated on two major questions: (1) what are the opinions of the 13 client groups about the perceived needs for the HCTEC; and (2) how do these client groups differ in their opinions of the needs of HCTEC. The results of this study revealed that the existence of a center to perform a wide variety of important functions in Harrison County's educational structure elicited a strong positive reaction from all groups surveyed. Respondents to the original questionnaire suggested some changes in the questions. These suggestions were then reviewed by two out of state consultants who prepared a new survey. A strong continuity of results showed up in the comparison of results from the two surveys despite the changes in the instrument. The only new recommendation in terms of ongoing HCTEC programming concerns the pre-student teacher group. Some unfavorable perception of the center caused college students to shift dramatically in their opinions. Tables are included in appendix A. Appendix B contains the new survey as reviewed, edited and revised by seven teacher education center directors. (JD)

ED 141 311

SP 011 162

Burdin, Joel L.

Toward Challenging Peaks: Education Personnel for Alternative Futures.

Pub Date Feb 77

Note—27p.; Paper presented at Annual Meeting of Association of Teacher Educators (Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Citizenship Responsibility, Educational Alternatives, Educational Change, Educational Trends, Futures (of Society), Humanism, Human Relations, Leisure Time, Self Actualization, Social Change, Social Values, Student Motivation, Teacher Role

Predictions of possible future changes in society are made in this paper, and the role of the teacher in the future is discussed. Several broad topics are introduced and their implications for the teacher examined: (1) Social values will change with mass media a leveling agent -- how can teachers help individuals to attain personally meaningful values? (2) There will be an increasing tendency toward hedonism -- what can be done to create attitudes and skills supportive of constructive leisure? (3) With governments able to provide more physical security in the areas of shelter and food, what kind of positive motivation can be developed to create a better quality of life? (4) Bureaucracies will grow larger and perhaps less sensitive to individual needs -- how can citizenship education be developed to the point that there is clear understanding of democracy and the rights of all citizens? The paper concludes with a discussion of how the teacher can anticipate possible trends of the future and be prepared to maintain a perspective that will balance an understanding of the past with the demands of a changing society. (JD)

ED 141 312

SP 011 163

Wallace, James M.

Consumer Protection for Educators.

Pub Date 77

Note—15p.; Based on paper presented at Conference on Innovative Education (Atlanta, Georgia, February 1, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Accreditation (Institutions), Consumer Protection, Educational History, Educational Quality, Governance, Standards, Teacher Certification, Teacher Education

Identifiers—California, Oregon

Educational changes are examined from the perspective of consumer protection—the direct consumers are the teachers being prepared; the indirect consumers are the students and the society that supports the schools. During the colonial and early national periods of American history, there was an absence of formal and separate teacher education. During the common-school revival, state departments of education provided some supervision of practices in schools. Normal schools provided the opportunity for some separate preparation of teachers and the application of minimal standards for their selection. Teacher examinations were first developed locally, then by counties and by states, and were a primitive effort to assure basic levels of knowledge about teaching. This century saw the development of full-fledged state certification and accreditation laws and procedures that represent a more sophisticated effort to protect children and the public against unethical and incompetent practitioners. However, recent examinations of teaching and teacher education by critics such as James Conant, James Koerner, and Charles Silberman, demonstrate that all this effort has not in fact adequately protected prospective teachers from miseducation or their students from poor instruction. The direct consumers of teacher education have apparently decided they cannot wait any longer for higher education to improve and they are thus promoting teacher centers for inservice education. In Oregon and California, recent legislation has created commissions (containing educators and noneducators) with full legal authority to establish and apply standards for teacher certification and program accreditation. Perhaps Ralph Nader will turn his attention to the process of providing consumer protection for educators and the public they serve. (NM)

ED 141 313

SP 011 175

Ashbey, Brian Ashenden, Dean

Society and Experience with Particular Reference to Class and Education.

Pub Date 76

Note—16p.; Paper prepared for the Class Analysis Conference (Sydney, Australia, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Activism, Capitalism, Educational Theories, Social Class, Socialism, Social Systems, Social Values, Theories

Identifiers—Marxism, School Society Relationship

This essay addresses the issue of the theory of the structure of class and education. The authors, who label themselves "activists in education," perceived a dichotomy in the understanding and practice of those with whom they work. Education studies reproduce this dichotomy, and people working in the field of education have a variety of ways of constituting what is termed here as a "gap" in understanding of the social world. The work of three people—Derek Toomey, Bob Connell, Don Edgar—is examined to understand the progress they have made and the obstacles they have met in understanding a "continuous" social reality. Four principles are offered in summary as a guide for the process of understanding a "continuous" social variety. First, social reality is essentially relational; there is no "gap." Second, a continuous reality is constituted by production and reproduction which is nothing but the interactions of people in and through their material world. Third, that production and reproduction is fundamentally and pervasively ordered by the capitalist mode of production. Fourth, in attaching the term "capitalist" to the relations of production, the marxist schema attributes meanings to the concept of "class" which are quite distinct from those of bourgeois social science, notably in the insistence on the constitutive and generative character of contradictions and conflict throughout social life and experience. Finally, the primary test of sound social theory is its ability to direct the political action. (MM)

ED 141 314 SP 011 176

Abbey, Brian Ashenden, Dean
Rachel's Radical Gospel: A Marxist Critique.

Pub Date 77
Note—9p.
Journal Cit—Radical Education Dossier 2; Feb 77

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Capitalism, Change Agents, Communism, Conflict, *Educational Philosophy, Middle Class Values, *Political Issues, *Progressive Education, *School Role, Social Differences, Socialism, Social Systems, *Teacher Attitudes

Identifiers—Australia (South Australia), *Marxism, *School Society Relationship

This paper presents a Marxist reply to a philosophical discourse on the role of the "progressive" teacher in the education of children. The position under attack is that teachers themselves, no matter how progressive, are a part of the social hierarchy and impose middle class values on children, thus perpetuating the system. They are, in brief, one of the "enemy" to the true radical. The argument is made that it is desirable to join progressive teachers with marxists through active trade unions, using the best potential of all to change the system. An association of the practice-oriented progressive teacher with the theory-oriented socialist will help resolve the gap of understanding between the two and aid in the development of a socialist, revolutionary, educational praxis. (JD)

ED 141 315 SP 011 178

Abbey, Brian Ashenden, Dean
What Is to be Done in Teacher Education? [Every Communist Working in the Mass Movements Should be a Friend of the Masses and Not a Boss Over Them, an Indefatigable Teacher and Not a Bureaucratic Politician' (Mao, 1938)].

Pub Date 74
Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Capitalism, Communism, Curriculum Design, Educational Philosophy, Goal Orientation, *Political Issues, Progressive Education, *Social Change, Teacher Attitudes, *Teacher Education, *Teacher Educator Education, Teacher Role

Identifiers—Australia (South Australia), *Marxism, *School Society Relationship

This paper is a critique of the Australian educational system from the Marxist viewpoint. The teaching philosophy of the schools of education is based upon capitalistic ideals, despite the emergence of more progressive educational practices. The connection between teaching, politics, and political activism is emphasized in this paper as a positive thing that should be recognized by teacher educators and instilled in fledgling teachers. The point is made that teachers are crucial to social change and that through correct attitudes society can be remodeled. (JD)

ED 141 316 SP 011 179

Toepfer, C. F., Jr.
A Realistic Expectation for Cognitive Growth During Transcendence.

Pub Date Mar 77
Note—8p.; Paper presented at the Annual Meeting, Association for Supervision and Curriculum Development (Houston, Texas, March 19-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adolescence, *Cognitive Ability, Cognitive Development, *Curriculum Planning, Developmental Stages, Educational Objectives, *Growth Patterns, *Middle Schools, *Physiology

Identifiers—*Brain Development, Epstein (Herman), Transcendence

This document cautions against high expectations on the part of educators for rapid cognitive growth during middle school years—and urges a rethinking of curricular structure for those years—based upon neurological data concerning brain growth patterns. Empirical research (case studies, autopsy studies, cadaver research) conducted by Epstein has borne out that brain growth is found to be consistent with two components: (1) increase in body size and (2) a set of five discrete periods of growth occurring in the age intervals three-to ten months, two-to four years, six-to eight years, ten-to twelve years, and fourteen-to sixteen years. In approximately eighty-five percent of all youngsters, brain growth ceases between ages twelve-to fourteen. Predictions concerning abilities for cognitive growth potential in the period two-to four years and six-to eight years are borne out by the fact that Head Start programs, conducted in the four-to six year period, are generally much less successful than programs conducted during either the earlier or later period. Extrapolating these results to the middle school years, and recognizing the need for further study, the argument is made for concentration upon reinforcement of existing cognitive skills and reinforcement of psychomotor, affective, and self-concept development, rather than upon cognitive growth. Concentration in these areas would better prepare the transcendent child for the next spurt in brain growth and cognitive growth potential. (MB)

ED 141 317 SP 011 180

Falk, William W. Comfort, Allen
Residential and Racial Trends for the School-Age Population and Public School Teachers in Louisiana. Bulletin Number 697.

Louisiana State Univ. and A and M Coll. System, Baton Rouge.
Pub Date Dec 76

Note—39p.; Parts may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Census Figures, *Educational Research, Employment Patterns, *Racial Factors, Rural Education, Rural Population, Rural to Urban Migration, *Rural Urban Differences, *School Demography, *State Surveys, Teacher Characteristics, *Trend Analysis, Urban to Rural Migration

Identifiers—Louisiana

Shifts in residential and racial distributions of school-age children and public school teachers in rural areas of the state of Louisiana are analyzed to provide an increase in information available concerning those areas. Impetus for the study was provided by a trend on the part of researchers to concentrate on urban phenomenon to the neglect or avoidance of rural developments. Summary data compiled from the U.S. Census of 1950, 1960, and 1970 are presented on rural and urban populations for those periods, on the school-age population (seven to seventeen years of age) and on the school-age population actually enrolled in school. Data are presented on teacher training and teacher experience levels for the schools in rural and urban parishes, and—with few exceptions—are categorized by both residence and race. Selected findings are presented and discussed, including trends in rural-urban/urban-rural migration, occupational status, urbanization, racial distribution, school-age population, employment patterns, teacher educational levels, and teacher experience levels. (MB)

ED 141 318 SP 011 182

Barbour, Chandler, Ed.
Idea Book for Supervisors of Student Teachers.

Spons Agency—Towson State Coll., Md.
Pub Date 76
Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Early Childhood Education, *Educational Innovation, Field Experience Programs, Individualized Instruction, *Inservice Teacher Education, Parent Participation, Program Coordination, *Student Teachers, *Teacher Centers, Teacher Education, *Teacher Educators, Teaching Experience

This booklet is a compilation of articles by educators who are, or have been at one time, coordinators of teacher education centers. The contributions are organized into three sections. The first deals with organizational arrangements in centers. The second section describes innovative ideas that can be used to make centers more effective. In the third section, challenges facing coordinators of teacher centers and suggestions for future improvements are discussed. (JD)

ED 141 319 SP 011 183

Miltz, Robert J. Kanus, Louis
Improving Supervisors' Interpersonal Communication.

Pub Date 77
Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication Skills, Feedback, Human Relations, *Interpersonal Competence, Leadership Training, *Listening Skills, *Supervisors, Supervisory Methods, *Supervisory Training, Video Tape Recordings

Identifiers—*University of Massachusetts

This document describes a program to improve the leadership skills of school supervisors. The emphasis is upon effective communication. Training sessions involve small groups. Each participant has the opportunity to play the role of teacher and supervisor in a short teaching session which is videotaped. Immediately following the session, feedback in the form of discussion, consultation, and viewing of the tape helps the participant to single out basic skills in communicating that are in need of improvement. Eight particular skills are identified as being of prime importance for a supervisor to possess in dealing with teachers: (1) attending behavior -- demonstrating interest and listening attentively; (2) leading -- inviting verbal expression and opening lines of communication; (3) focussing -- isolating the important points under discussion and keeping them uppermost in the conversation; (4) questioning -- asking questions that will elicit the most response and encourage further understanding; (5) clarifying -- understanding the perceptions of a situation and another's point of view; (6) reflecting feeling -- sympathetic understanding of problems; (7) respecting -- displaying a positive regard for the other person; and (8) summarizing -- clearly reviewing the conversation illustrating a complete understanding of the situation under discussion. (JD)

ED 141 320 SP 011 184

Regulations for Teacher Certification. Bulletin 130, 1975 Revision.

Mississippi State Dept. of Education, Jackson. Div. of Instruction.

Pub Date 75
Note—137p.

Available from—Division of Instruction, State Department of Education, Jackson, Mississippi

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Certification, Educational Certificates, Professional Education, Public School Teachers, *School Personnel, *State Licensing Boards, *State Standards, *Teacher Certification, *Teacher Education

Identifiers—*Mississippi

This bulletin contains the regulations governing the certification of teachers and other school personnel in the state of Mississippi. (JD)

ED 141 321 SP 011 185

Soliday, Michael A. Anderson, Kaye
The University Supervisor: What Place in Academic? Student Teacher Supervisor Questionnaire.

Pub Date Feb 77
Note—9p.; Paper presented at the Annual Convention, Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Supervisors, Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, *Faculty Promotion, Schools of Education, *Teacher Salaries, Teachers Colleges, *Tenure

Identifiers—*Illinois

This study investigated procedures used by certified teacher training institutions to evaluate supervisors of student teaching programs. Three basic questions researched in the project were: (1) How are university supervisors evaluated and by what criteria; (2) Who evaluates university supervisors and how much weight does such evaluation have on salary, promotion, and tenure; (3) How satisfied are student teacher directors with the evaluation procedures used by their institutions? The survey was sent to the directors of student teaching at sixty-five certified teacher training institutions in Illinois, of which forty-nine responded. Compilation of the responses yielded the following information: (1) The most important considerations in evaluation are supervisors' efforts to improve the teacher education program, personal traits, and teaching ability; (2) Department chairmen, and directors of student teaching are most influential in decisions of salary and tenure, while department chairmen and other administrators (deans, vice presidents, presidents) are most influential in matters of promotion; (3) Twenty-three percent of the respondents report that evaluation is based solely on evaluation input from various individuals; twelve percent include personal observation in addition; sixteen percent use observations, conferences, self-evaluation, and informal procedures; twenty percent use "regular faculty evaluation" procedures; and twenty-eight percent responded "none" or made no response to the question on evaluation procedures used. Ninety-three percent of the respondents reported satisfaction with their evaluation procedures. (MB)

ED 141 322 SP 011 186
Program Approval Standards and Procedures.
 Field Trial Edition.

Vermont State Dept. of Education, Montpelier.
 Pub Date Jan 77
 Note—39p.

Available from—State of Vermont, Department of Education, Montpelier, Vermont 05602

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—*Accreditation (Institutions), Certification, Counselor Certification, *School Personnel, State Licensing Boards, *State Standards, Teacher Certification, *Teacher Education, Teacher Qualifications
 Identifiers—*Vermont

The documents contained in this publication are the official standards and procedures for program approval of educational personnel preparation in the state of Vermont. (MM)

ED 141 323 SP 011 187
New Jersey Regulations and Standards for Certification. 2nd Edition.

New Jersey State Dept. of Education, Trenton.
 Pub Date 76
 Note—155p.

Available from—New Jersey State Department of Education, P.O. Box 3181, Trenton, New Jersey 08619 (\$2.00)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.
 Descriptors—Certification, *Educational Certificates, School Personnel, *State Boards of Education, *State Standards, *Teacher Certificates, *Teacher Certification
 Identifiers—*New Jersey

This manual contains the rules and regulations governing the certification of teaching staff members and other school personnel in New Jersey public schools. (JD)

ED 141 324 SP 011 188
Johnston, Harriet, Ed. Roloff, Charlene, Ed.
What the Teacher Should Know About Diabetes.
 Pub Date Jan 73

Note—10p.; Manual prepared by North Dakota State Dept. of Health, Bismark

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Class Management, *Diabetes, Exceptional Children, Recreational Activities, *Special Health Problems, *Teacher Responsibility
 Identifiers—Emergency Care

This short manual is designed to provide the practicing teacher with basic information on diabetes, and the role (s)he plays in providing health supervision and care for the diabetic child in his/her classroom. The document consists of four pages, describing (1) components of diabetes management and symptoms of diabetes; (2) emergency diabetic conditions (too little sugar, too much sugar in the blood) and emergency

treatment; (3) the cause of diabetes; and (4) suggested extracurricular activities for the diabetic child. (MB)

ED 141 325 SP 011 193
Anderson, Marian H. And Others

Play with a Purpose. Elementary School Physical Education. Second Edition.

Pub Date 72
 Note—429p.

Available from—Harper & Row, 10 East 53rd Street, New York, New York 10022 (\$10.95)

Document Not Available from EDRS.
 Descriptors—Athletic Equipment, Dance, *Elementary School Curriculum, Exercise (Physiology), *Games, Motor Development, *Perceptual Motor Coordination, *Physical Activities, Physical Development, *Physical Education, Skill Development, Teamwork

This book presents a planned program of physical education for children from kindergarten through the eighth grade. The material is designed to aid the teacher in planning balanced units of instruction to meet the needs of the pupils. Suggested Grade Placement Charts at the beginning of each new type of activity help to determine the activities most suitable for each grade level. The book is divided into three major categories. Part one contains activities based on movement skills such as balance, coordination, agility, flexibility, strength, and endurance. Section two deals with movement skills along with the additional skills of handling an object such as a beanbag, ball, bat, or racket. The final section parallels the development of the movement skills adding rhythm and music. Included in this section are folk dancing, circle mixers, and square dancing. (JD)

ED 141 326 SP 011 203

Kerr, Robert
Movement Precision and Amplitude as Separate Factors in the Control of Movement.

Pub Date 77
 Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—Environmental Influences, *Motion, *Motor Development, Perceptual Motor Coordination, *Performance Factors, Physical Environment, *Task Performance, *Time
 Identifiers—*Fitts Law, Movement Amplitude, Movement Precision, Scuba Divers

The purpose of this study was to assess Welford's dual controlling factor interpretation of Fitts' Law—describing movement time as being a linear function of movement distance (or amplitude) and the required precision of the movement (or target width). Welford's amplification of the theory postulates that two separate processes ought to be distinguished, a faster one concerned with distance covering and a slower one for homing onto the target. Twenty subjects, all scuba divers, were required to perform a reciprocal tapping task. In an attempt to separate the two factors, the subjects were tested on land and underwater. This did not change the basic parameters of the task but did put the subjects under informational stress in that underwater the movement was less ballistic in nature and, therefore, would require the processing of more information (feedback) in order to complete the task. The land data appeared to support Fitts in that the contributions of movement amplitude and precision were approximately equal. However, the relative changes in contribution of these factors to movement time underwater suggests that these parameters do in fact represent separate controlling factors. (Author/MB)

ED 141 327 SP 011 206
Foreman, J. L.

A Bicentennial Horizons Project: The "Mini"-Sabbatical Concept.

Pub Date 76
 Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Faculty, Curriculum Development, Inservice Education, *Interinstitutional Cooperation, Interschool Communication, *Professional Continuing Education, Program Development, *Sabbatical Leaves, Self Evaluation, *Teacher Improvement
 Identifiers—South Dakota State University

This paper describes the purpose and function of the "mini-sabbatical" for college faculty. This short term sabbatical is of one week duration. During this period the teacher visits an educa-

tional institution other than his own with the object of observing, interviewing, and discussing his field of interest with faculty members interested in the same subject but perhaps with different or new approaches. An example is given of such a visit with an evaluation of the resulting benefits for the teacher involved. (JD)

ED 141 328 SP 011 207
Sigurdson, Conrad W.

Effectiveness of the Instruction and Research Unit and Student Achievement in IGE Schools. Technical Report No. 385. Parts I and II.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 76
 Grant—NE-C-00-3-0065

Note—200p.; Appendix may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Academic Achievement, Cognitive Objectives, Educational Research, *Effective Teaching, *Elementary Education, *Individualized Instruction, *Research and Instruction Units, Social Systems

Identifiers—*Individually Guided Education

This study sought to discover the extent to which organizational aspects of Individually Guided Education (IGE) schools relate to cognitive achievement of students in those schools. The theoretical framework was conceptualized with general and social systems theories that suggest relationships between inputs, processes, and outputs. The Instruction and Research (I&R) Unit of the IGE school was the unit of analysis. The theories suggested linkages between I&R unit effectiveness and student cognitive achievement in reading and mathematics. Effectiveness of the I&R unit was measured by the I&R Unit Operations Questionnaire whereby teachers report perceptions of how well their unit accomplishes the established performance objectives. Student achievement in reading and math was measured by a standardized test battery. Data were collected from 42 I&R units, selected at random from a national population of 959 schools in at least their third year of IGE implementation. In general, it was found that staff members perceived their I&R unit as being effective; the achievement levels of students in IGE schools in both reading and math compared favorably with national norms. Two basic null hypotheses were tested to determine interrelationships of I&R unit effectiveness and student cognitive achievement. The correlational statistics revealed that there was no significance between I&R unit effectiveness and student achievement in reading and math. Based upon the findings of this study, it is not possible to state empirically that there is any relationship between the effectiveness of the I&R unit and student achievement in that unit. Suggestions are offered for further, more definitive, research in this domain. A bibliography and an extensive set of appendixes is included. (MM)

ED 141 329 SP 011 208
Rules for the Administration of the Teacher Certification Act of 1975.

Colorado State Dept. of Education, Denver.

Pub Date 76
 Note—87p.; For related document, see SP 011 209

Available from—Colorado Department of Education, State Office Building, 201 E. Colfax, Denver, Colorado 80203 (No price quoted)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Accreditation (Institutions), *Certification, Educational Certificates, Educational Legislation, *School Personnel, Schools of Education, *State Departments of Education, *State Standards, Teacher Certificates, *Teacher Certification, Teacher Education, Teachers Colleges
 Identifiers—*Colorado

This document contains the rules governing the certification of teachers and other school personnel and the accreditation of institutions for the education of teachers in the state of Colorado. (JD)

ED 141 330 SP 011 209
Fowler, H. And Others

[An Act Concerning Teacher Certification for the State of Colorado: Senate Bill No. 43.]

Colorado State Dept. of Education, Denver.
 Pub Date Jul 75

Note—14p.; For related document, see SP 011 208

Available from—Colorado Department of Education, State Office Building, 201 E. Colfax, Denver, Colorado 80203 (No price quoted)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Certification, *Educational Legislation, *Teacher Certification
 Identifiers—*Colorado

This act repeals and reenacts with amendments Section 1. 22-2-109 (1) of the Colorado Revised Statutes 1973. (JD)

ED 141 331 SP 011 211

Hishop, Patrick J.

Impact Characteristics of Ice Hockey Helmets.

Pub Date 77

Note—16p.; Page 12 is of marginal print quality

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Accident Prevention, *Athletic Equipment, *Athletics, *Design, *Safety, *Safety Equipment
 Identifiers—*Ice Hockey

This paper describes tests conducted on six different kinds of ice hockey helmets and discusses the safety factors in each. (JD)

ED 141 332 SP 011 212

Hryciako, Dennis W.

The Effects of Competition and Social Reinforcement Upon Perceptual Motor Performance.

Pub Date May 77

Note—31p.; Paper presented at the North American Society for the Psychology of Sport and Physical Activity (Ithaca, New York, May 22-25, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Science Research, *Interaction Process Analysis, *Motivation Techniques, Negative Reinforcement, *Perceptual Motor Learning, *Performance Factors, Physical Education, Positive Reinforcement, *Reactive Behavior, Social Influences, Stimulus Behavior
 Identifiers—*Competition

Junior high schools boys performed forty trials on a ball roll up game in order to determine whether competition, initial ability level, and social reinforcement interact to influence the performance of a perceptual motor task. The analysis of the data demonstrated: (a) the competition, initial ability level, and social reinforcement factors did not interact with one another; (b) social reinforcement (reproof) facilitated performance, while competition had no effect; (c) competition hindered learning in later performance; and (d) the competition groups had a greater tonic heart rate (increase from basal) than the noncompetitive group. The results of the study suggest that social factors (i.e., social reinforcement, competition) have a greater effect in later performance after some initial learning of the perceptual motor skill has occurred. (Author/JD)

ED 141 333 SP 011 213

Parcel, Guy S.

First Aid in Emergency Care.

Pub Date 77

Note—312p.

Available from—C.V. Mosby Company, 3301 Westline Industrial Drive, St. Louis, Missouri 63141 (\$12.50, hardback; \$6.95 paperback)

Document Not Available from EDRS.

Descriptors—*Accidents, Emergency Programs, *First Aid, Health Education, *Injuries, Legal Responsibility, Medical Services, *Medical Treatment, Rescue, Textbooks

This book is written for advanced courses in first aid. The content of the book is the combined work of contributing authors including health educators, an emergency medical technician, nurses, physicians, a lawyer, a community organizer, a social worker, and a sociologist. There are five major sections: (1) parameters for administering first aid in emergency care; (2) cardiopulmonary emergencies; (3) trauma emergencies; (4) medical emergencies; and (5) application of emergency care skills and principles. (JD)

ED 141 334 SP 011 215

Thompson, Clem W.

Manual of Structural Kinesiology, Eighth Edition.

Pub Date Mar 77

Note—167p.

Available from—C. V. Mosby Company, 3301 Washington Boulevard, St. Louis, Missouri 63103 (\$7.25)

Document Not Available from EDRS.

Descriptors—*Anatomy, *Human Body, *Motion, Muscular Strength, *Physical Education, Textbooks

Identifiers—*Kinesiology

This manual is intended for use in college-level courses in structural kinesiology; mechanical kinesiology is introduced only briefly. The first chapter introduces the bases for structural kinesiology. Subsequent chapters are organized according to the areas of the body to be studied (e.g., the shoulder girdle, the shoulder joint, the elbow joint, the wrist and fingers, the hip joint, the knee joint, the ankle and foot, and the trunk) and according to areas of muscular analysis. The last chapter details some factors affecting motion and movement. Each is fully illustrated with diagrams, charts, and photographs. A typical chapter identifies the skeletal location of the muscle groups to be studied, describes the range of movement of these muscles, and describes each distinct muscle according to origin, insertion, action, palpation, observation, and exercise. Laboratory and review exercises conclude each chapter. Unlabeled skeletal diagrams are included as work-pages for practice in locating and identifying muscles. A list of selected references is appended. (MM)

ED 141 335 SP 011 216

Hockey, Robert V.

Physical Fitness: The Pathway to Healthful Living.

Third Edition.

Pub Date Mar 77

Note—198p.

Available from—C. V. Mosby Company, 3301 Washington Boulevard, St. Louis, Missouri 63103 (\$6.25)

Document Not Available from EDRS.

Descriptors—Cardiovascular System, *Exercise (Physiology), Health Education, Higher Education, Human Body, Muscular Strength, *Physical Education, *Physical Fitness, *Physical Health, Textbooks

This text is designed for university-level foundations of physical education courses that incorporate student participation in alternate lecture and laboratory sessions. The material is presented so that each individual might evaluate his present level of physical fitness, might carefully consider all the information available, and then make an educated decision with regard to the importance of physical activity in his life. Each chapter begins with a questionnaire designed to determine students' attitudes and present level of knowledge. Discussion, suggestions for laboratory activities, further references, and summary activities follow. Photographs and charts supplement the text throughout. Chapter headings include: the cardiovascular system; cardiovascular disease and risk factors; physical fitness; cardiovascular endurance; strength; muscular endurance; flexibility; exercise; diet and weight control; exercise and health; skill and motor ability; existing exercise programs; relative value of various activities in the development of physical fitness; and developing an exercise program. (MM)

ED 141 336 SP 011 217

Higgins, Joseph R.

Human Movement: An Integrated Approach.

Pub Date Apr 77

Note—154p.

Available from—C.V. Mosby Company, 3301 Washington Boulevard, St. Louis, Missouri 63103 (\$6.95)

Document Not Available from EDRS.

Descriptors—Experimental Psychology, Higher Education, *Human Body, *Motion, Motor Development, *Perceptual Motor Learning, Textbooks

Identifiers—*Biomechanics, *Kinesiology

The study of human movement is presented from an integrated perspective influenced by the fields of motor learning, experimental psychology, neuropsychology, kinesiology, biomechanics, and human factors engineering. The level of presentation is directed toward upperclass undergraduate and graduate students in physical education and others pursuing an analytical understanding of human movement. Human movement here includes how the human organism learns to move, the underlying factors leading to the structure of movement, how our movements adapt to simple and complex environmental situations, and how we might proceed in our quest for understanding communication through a multidimensional technique in the analysis of human movement. A

structural analysis of human movement is explored as one means of determining the characteristics of movement under differing environmental, morphologic, and biomechanical conditions. The principles of organization of planned, purposeful human movement are developed through an understanding of patterns of human movement, the factors influencing skilled motoric adaptation to our environment, and the neuromuscular control processes involved. Acquisition and performance are also discussed. Classification and description of human movement methods and tools of analysis are introduced. A bibliography is appended. (MM)

ED 141 337 SP 011 218

Zauner, Christian W., Benson, Norma Y.

Physiological Alterations Observed in Young Competitive Swimmers During Three Years of Intensive Training.

Pub Date 77

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Athletes, *Children, Exercise (Physiology), *Growth Patterns, Heart Rate, Human Body, Muscular Strength, Performance, Physical Characteristics, *Physical Development, Physical Fitness, *Physiology, *Swimming

This investigation sought to determine whether the excellent performer evolves from typical material through training or if he brings facilitating characteristics with him to practice on the first day. Subjects were highly successful AAU age-group competitors who had invested at least 50 percent of their lives in swim training. These seven female and eight male child swimmers (active in a year-round training program) were measured for maximal oxygen consumption (VO₂ max), physical work capacity when the heart rate is 170 beats/minute (PWC 170), forced vital capacity (FVC), and body surface area (BSA). Measurements were done in early fall 1973, 1974, and 1975 following termination of the previous summer's meet season. Data evolving from the measurement of each parameter were analyzed with a two-way analysis of variance. It was concluded that as an outcome of training, young athletes show progressive increase in VO₂ max and PWC 170. Furthermore, the FVC may be increased beyond expectations through prolonged intensive training in childhood. This latter phenomenon might be a function of increasing numbers of alveolar sacs. Tables are included. (MM)

ED 141 338 SP 011 220

Sime, Wesley E., DeGood, Douglas E.

Stress Testing Recovery EMG for Evaluation of Biofeedback and Progressive Muscle Relaxation Training Effects.

Pub Date Mar 77

Note—7p.; Paper presented at the Biofeedback Research Society Meeting, (Orlando, Florida, March 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Variance, *Anxiety, Biophysics, Conditioned Response, *Progressive Relaxation, *Psychological Tests, *Stress Variables, Training, *Training Techniques
 Identifiers—*Biofeedback

The purpose of this investigation was to assess biofeedback (BF) and progressive muscle relaxation (PMR) and placebo-control training by means of a post-training transfer test. The subjects for the research were 30 women. Initial tests consisted of measuring the electromyographic response of the frontalis muscle of the forehead to stress. After the test procedures were completed, training sessions were conducted. BF subjects were instructed to use a feedback tone as a guide for relaxation. PMR subjects heard progressive relaxation instructions that were modified so that the majority of the training instructions were directed specifically to the frontalis muscle. The group of subjects receiving placebo training listened to a short, taped presentation on the benefits of relaxation after which they heard music that fluctuated in volume and tempo. Results showed that both BF and PMR training reduced resting electromyography significantly more than the placebo-control procedure. BF subjects had significantly greater reductions following training than either the PMR or control groups. (JD)

ED 141 339 SP 011 222

Sime, Wesley E.

A Comparison of Exercise and Meditation in Reducing Physiological Response to Stress.

Pub Date May 77

Note—19p.; Paper presented at the annual meeting of the American College of Sports Medicine (Chicago, Illinois, May 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, Analysis of Covariance, *Anxiety, Conditioned Response, Desensitization, *Exercise (Physiology), *Hypertension, *Progressive Relaxation, Psychological Patterns, Psychological Tests, *Stress Variables

Identifiers—*Meditation, Placebo Treatments

The purpose of this investigation was to compare the effects of brief treadmill exercise and meditation with a placebo-control treatment for reduction in several physiological and psychological measures of stress, anxiety, and tension before and after a written final examination in 48 highest anxiety subjects. The subjects, 24 men and 24 women, were divided into three groups for testing purposes. Group 1 spent 20 minutes in moderate treadmill walking; group 2 spent 20 minutes meditating quietly and relaxing muscles; group 3 were each given a pill, purportedly double-blind, potentially a tranquilizer pill, in reality, a placebo. Tests were made for resting heart rate, systolic and diastolic blood pressure, frontal muscle tension, and electrodermal response. Results indicated that brief mild exercise may be more effective in coping with stress than quiet meditation to a slight degree. The tranquilizer (placebo) appeared to be the least effective method of reducing anxiety. (JD)

ED 141 340 SP 011 225

Krotee, March L. La Point, James D.

The Relationship of Various Psychosocial Variables on the Positioning of College Ice Hockey Players.

Pub Date 77

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Athletes, Participant Characteristics, *Performance Factors, *Personality Assessment, Personality Studies, Personality Theories, *Physical Characteristics, *Psychological Characteristics

Identifiers—*Athletes Designated Positions, Ice Hockey

This paper presents the results of research conducted to investigate the relationship of various psychosocial variables on the positioning of college ice hockey players. The California Personality Inventory (CPI) was administered to the NCAA Championship ice hockey team at the University of Minnesota, and a separate subjective psychosocial rating was gathered from the coaching staff at the University of Minnesota concerning other related psychosocial characteristics and categorized by position. It was hypothesized that college ice hockey players with certain psychosocial characteristics would be assigned certain designated positions (ADP) and that the ADP concept may be related to other situational variables. The data indicated that there were significant differences in the relationships between ADP and the psychosocial variables of the number of goals scored, sense of well being, and achievement via conformance and height. This psychosocial information is perceived by the author as being valuable to the coach who must make the decision as to the ADP and assume the responsibility for helping each individual perform to his fullest capacity. (Author/MB)

ED 141 341 SP 011 226

Lomen, Blaine D.

The Effects of Straight Running as a Preliminary Maneuver on the Wedge and Wedge Turn.

Pub Date May 77

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Learning Processes, *Perceptual Motor Coordination, *Physical Education, Skill Development, *Teaching Methods, *Transfer of Training

Identifiers—*Skiing

This study was made to investigate the effect of the straight running exercise on learning the wedge and wedge turn in skiing. Twenty novice skiers volunteered to take part in this study. Half of the students formed the experimental group,

which used straight running as a preliminary exercise to the wedge and wedge turn. The other half made up the control, which did not use straight running in the teaching sequence. It was concluded that the ability of a student to learn the wedge and wedge turn was not dependent upon practicing straight running as a preliminary maneuver. (JD)

ED 141 342 SP 011 230

Heffernan-Cabrera, Patricia Tikunoff, William J.

Mother, I Can Do It Myself! A Humanistic View of Assessment and CBTE.

Pub Date 77

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, Cross Cultural Training, *Humanistic Education, Inservice Teacher Education, *Interpersonal Competence, *Performance Based Teacher Education, *Self Actualization, Self Evaluation, *Teacher Behavior, Teacher Educators, *Teacher Evaluation, Teaching Methods, Teaching Models

This document presents a teaching model established at the Rural-Migrant School of Education in California. Students in this school are preparing to teach children of Mexican-American descent and face the necessity of dealing with cultural and language differences that are unique to the area. While instruction is oriented toward the philosophy of competency-based education, there is a strong infusion of humanistic education. It is felt that the students of this school will need, in their teaching careers, a self-sufficiency and flexibility of approach. The teacher educators, therefore, blend the strongest elements of both educational philosophies so that the graduates will be able to cope in an independent manner with their students while having acquired the competencies they will need. (JD)

ED 141 343 SP 011 231

Kraus, Richard G. Curtis, Joseph E.

Creative Administration in Recreation and Parks.

Pub Date 77

Note—331p.

Available from—C. V. Mosby Company, 11830 Westline Industrial Drive, St. Louis, Mo. 63141 (\$12.50)

Document Not Available from EDRS.

Descriptors—*Administrator Responsibility, Community Agencies (Public), Evaluative Thinking, Federal Recreation Legislation, Higher Education, Land Use, *Park Design, *Parks, *Personnel Management, Program Development, *Recreational Facilities, Recreational Programs, *Recreation Finances, Textbooks, Turf Management

This book is designed to serve as a basic text for those who seek to enter the field of operating recreation programs and park facilities. Emphasis is given to the administration of public departments, and guidelines are also provided for the management of voluntary agencies and therapeutic recreation programs. In addition to background information on the scope of recreation and leisure in modern life and an analysis of current administrative theory, it also describes (1) the structure and legal basis of recreation and park departments, (2) personnel management, (3) budget making and fiscal management, (4) planning, design, and maintenance of facilities, (5) program development, (6) public relations and community relations, and (7) the process of evaluation and research. (Authors/JD)

ED 141 344 SP 011 233

Bjerstedt, Ake

Department of Educational and Psychological Research, Malmö: Some Notes on Current Activities. Bulletin No. 57. Educational and Psychological Interactions.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Apr 76

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Research, Environmental Research, Foreign Countries, Institutional Facilities, Job Training, Operations Research, *Program Descriptions, *Psychological Studies, *Research Projects, Student Development, Teacher Education, Teaching Methods

Identifiers—*Sweden

This document is a presentation by the Department of Educational and Psychological Research of the School of Education, Malmö, Sweden, of information concerning Department's organization, research program, and reporting system. Brief summaries of current research projects are included, divided into four sections: (1) subject-matter oriented research, aimed at increasing the knowledge base concerning specific teaching methods within subject areas and at developing and testing study material systems; (2) instructor-oriented or personnel-oriented research, concerned with the development of methods for job analysis and the determination of training needs, as well as provision of a basis for programs for the training of staff as school leaders and teacher trainers; (3) student-oriented research—social development, student attitudes toward democracy in school and society, student creativity, and handicapped students; and (4) environment-oriented and organization-oriented research. Summaries of eighteen projects are given, and information for obtaining more detailed project specifications is offered. (MB)

ED 141 345 SP 011 234

Goldenberg, Ronald

The Advisor: Supportive Assistance for Effective Changes in Education.

Pub Date Apr 77

Note—6p.; Paper presented at Association of Teacher Educators Conference (Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Change Strategies, *Educational Change, *Helping Relationship, Organizational Communication, *Staff Orientation, Teacher Attitudes, *Teacher Guidance, Teacher Morale, Teacher Orientation

This paper discusses the role of the advisor in relation to teachers when a major curriculum change is made in a school. Twenty specific suggestions are made to guide the advisor in performing the task of helping teachers adjust to new situations and different approaches or methods of teaching. Two vital points are made on the subject of handling changing situations. First, imposed change, whether from outside the system or from outside the classroom, is seldom effective or enduring. Real growth arises from the needs and aspirations of individual teachers and administrators, supported by and responsive to the community they serve. Second, persons serving in advisory roles can facilitate change only if they are available to work with school staffs and their right to be there is clearly established by the school system. A relationship of trust and mutual support between teachers and advisors is the key to successful change. (JD)

ED 141 346 SP 011 235

Konttinen, Seppo

The Behavior of Supervisors Assessed by Student Teachers. Research Bulletin No. 37.

Helsinki Univ. (Finland). Inst. of Education.

Pub Date Nov 73

Note—208p.

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.

Descriptors—*Affective Behavior, Behavioral Science Research, *College Supervisors, *Interaction Process Analysis, *Personality Assessment, Psychological Testing, *Student Attitudes, *Student Teachers, Supervisory Activities, Teacher Education, Teacher Educators, Teacher Supervision

Identifiers—*Finland (Helsinki)

This study concerns student teachers' views of the behavior of supervisors during the school practice periods in two Finnish Teachers' Colleges. It is divided into four parts. In part one, the structure of the behavior of supervisors as assessed by student teachers is analyzed, and the concepts used to describe the behavior are defined. Part two deals with the general problems of studying behavior, and a method for interpreting behavior by relationships between the concepts of a behavior is developed and discussed. In part three, the relationships between the concepts of the behavior of supervisors are defined by the method for interpreting behavior. Part four gives the interpretations of the behavior of supervisors based on the information about the relationships between the concepts of the behavior. The study gives primarily diagnostic knowledge about the behavior of supervisors and emphasizes the need to continue analyses to find out how the behavior should be changed to achieve better results in supervision. (JD)

ED 141 347 SP 011 238

Stoker, W.M., Ed. Splawn, Robert E., Ed.

Studies in Education.

West Texas State Univ., Canyon.

Pub Date May 76

Note—31p.

Journal Cit—*Studies in Education*; v15 May 76**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Administrator Responsibility, Culture Conflict, Elementary Schools, *Mexican Americans, *Parent Attitudes, *Parent Education, Parent School Relationship, Parochial Schools, *Principals, *Private Schools, Spanish Speaking

This journal contains articles on the following subjects: parental attitudes toward the elementary school principalship; parents as educators: a comparative study of two Adlerian parent education programs; a tribute to A.S. Neill, founder of Summerhill School in Leiston, Suffolk, England; the certain demise of private education; and achievement motivation and academic achievement in Mexican-American boys. (JD)

ED 141 348 SP 011 239

So You Want to Team Teach in a Junior High School.

Oregon Consolidated Schools, Wis.

Pub Date [77]

Note—13p.; Some parts may be marginally legible due to small type of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Junior High Schools, *Junior High School Students, *Secondary School Teachers, *Team Teaching

This brochure lists the advantages and disadvantages of team teaching in a rural junior high school in Wisconsin. (MM)

ED 141 349 SP 011 241

Nunemaker, George R.

The Preparation and Occupational Pursuits of Elementary, Secondary and Ungraded Teachers 1974-75.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date 76

Note—43p.

Journal Cit—*Our Colleges and Universities Today*; v13 n5 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Elementary School Teachers, Occupational Surveys, Schools of Education, *Secondary School Teachers, Statistical Analysis, Statistical Data, *Statistical Surveys, Teacher Certification, *Teacher Education, *Teacher Employment, Teachers Colleges

Identifiers—*Pennsylvania

This publication provides statistical data and trends for all institutions of higher education in Pennsylvania. All institutions in Pennsylvania responded to this survey. The data were obtained directly from the institutions on schedules supplied by the State Department of Education in cooperation with the National Education Association's annual survey. Part I reports on elementary, secondary, and ungraded teachers prepared in 1974-75; Part II reports on occupational pursuits of elementary, secondary, and ungraded teachers prepared in 1974-75. There are ten tables and four figures. (MM)

ED 141 350 SP 011 242**Standards for Teacher Education Programs.**

Iowa State Dept. of Public Instruction, Des Moines. Div. of Teacher Education and Certification.

Pub Date 76

Note—15p.

Available from—State of Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 (Free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Accreditation (Institutions), Certification, School Personnel, *Schools of Education, *State Standards, Teacher Certification, *Teacher Education, *Teachers Colleges

Identifiers—*Iowa

Program standards for all institutions in the state of Iowa engaged in the preparation of teachers are presented here. (MM)

ED 141 351 SP 011 243**Rules for Teacher Education and Certification.**

Iowa State Dept. of Public Instruction, Des Moines. Div. of Teacher Education and Certification.

Pub Date 76

Note—55p.

Available from—State of Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 (Free)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Certification, *School Personnel, *State Standards, *Teacher Certification, *Teacher Education, Teacher Qualifications

Identifiers—*Iowa

Rules for teacher education and certification in the State of Iowa are presented. (MM)

ED 141 352 SP 011 244

Willis, Patricia And Others

Evaluation of Education Corps, 1975-76.

Research and Evaluation Report; Vol. 10, No. 2., August 1976.

Atlanta Board of Education, Ga.

Pub Date Aug 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Church Programs, *Church Role, Church Workers, Clergymen, Community Resources, *Counseling Services, Elementary Schools, Helping Relationship, Individualized Programs, *Public Schools, Role Models, *School Community Programs, Volunteers

Identifiers—*Seminarians

The Education Corps was established in Atlanta, Georgia, to encourage increased community involvement in the public schools. Contacts with community churches were established, and the program was implemented mainly through the cooperation of these churches. Seminarians worked actively in the schools with children, engaging in enrichment activities, tutoring and supervising games, recreation, and physical education. In evaluating the program it was felt that this involvement was of great value. Particular emphasis was made on the fact that in the role of adult models, the seminarians were of great help, particularly in the realm of counseling and discussing problems with the children. (JD)

ED 141 353 SP 011 245

Hendrickson, Dean Virant, Milt

A Study of Needs for Further Learning as Seen by Teachers of Secondary School Mathematics.

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Inservice Programs, *Inservice Teacher Education, *Mathematics Teachers, *Needs Assessment, Program Development, *Secondary School Teachers, *Teacher Attitudes

Identifiers—Minnesota

This document reports responses to a questionnaire investigating the needs of junior and senior high school mathematics teachers in Minnesota for continued inservice education programs. The questionnaire, administered to two hundred and seventy-eight teachers in both rural and urban public schools, posed seventy-two questions on the usefulness to them of further study in mathematics and mathematics pedagogy. Respondents were also asked to review the questions and responses and to select and rank the ten most important. The greatest need for further study as perceived by the teachers was in the area of instructional processes (communication, motivation, interest arousal, etc.) rather than mathematics content course offerings. Questionnaire and data summaries are included in the report. (MB)

ED 141 354 SP 011 246

Gourley, Mary

The Relationship of Inservice Education to Program Improvement Within the Portland Consortium Training Complex.

Pub Date 76

Note—13p.; Chart may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Community Involvement, *Cooperative Planning, Decision Making, Effective Teaching, Field Instruction, Inservice Teacher Education, *Interinstitutional Cooperation, Needs Assessment, Performance Based Teacher Education, *Program Development, *Teacher Education

Identifiers—Oregon (Portland)

The salient features of the Portland Consortium Training Complex (P.C.T.C.) include: (1) cooperative planning by the local school district, the institution of higher education, the local teacher association, and the community; (2) management consistent with a collaborative decision-making model; and (3) community, preser-

vice, and inservice program components that are derived from needs assessment activities in a school setting. Each school within the P.C.T.C. has a School Inservice Committee. Technical assistance is provided by project staff. The function of the School Inservice Committee is to facilitate needs assessment activities for this strand of the inservice program and to involve teachers in the design, implementation, and evaluation of the training. Coordination of all inservice activities is the responsibility of the P.C.T.C. Teacher Education Council. Therefore, those people closest to the students and the day-to-day operation of the schools have a major responsibility for designing their own program. The inservice program is conducted following the guidelines of the Comfield Model. This model is based on the assessment of desired outcomes for the specific student population and the assessment of instruction programs. It is an alternative, field-centered, competency-based, teacher education program. Accompanying this report is a sample teacher survey instrument for evaluation purposes and a work flow chart. (JD)

ED 141 355 SP 011 247

Johnson, James R. Herish, Richard H.

Competency Area: Instructional Strategies.

Pub Date 73

Note—60p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Discovery Learning, *Discussion (Teaching Technique), Discussion Experience, *Inquiry Training, Instructional Improvement, *Learning Modules, Learning Processes, *Lecture, *Performance Based Teacher Education, Preservice Education, Questioning Techniques, *Teaching Methods, Teaching Techniques

Identifiers—Syracuse University, Teacher Corps

This module and the associated activities are designed to assist the student teacher in recognizing and in implementing three different instructional strategies. The competencies to be acquired are in lecture-recitation, guided discussion, and inquiry. Readings and activities are directed in such a way as to assist students to understand the implications of various instructional behaviors employed in the classroom. The student in this module observes, listens, and participates in the classroom, in the field, and independently. (JD)

ED 141 356 SP 011 251

Frost, Joe L.

Educating Teachers for the 1980's: Toward a New School.

Pub Date Jan 77

Note—17p.; Keynote address, Annual Meeting of the Association of Teacher Educators (57th, Atlanta, Georgia, January 31, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College School Cooperation, *Educational Alternatives, Educational Change, Educational Development, *Educational Innovation, Educational Needs, *Futures (of Society), Program Development, *Teacher Education

In this address, the author speculates upon the current status of teacher education, reflects upon the knowledge currently available from research and theory, and proposes a new system of cooperation between teacher educators and teachers in the role of educating children. Comments are made upon the lessons learned during the 1950's and 1960's from a blind obedience to science and the subsequent moral awakening due to Vietnam and to Watergate. Results of research into the efficacy of educational innovations proposed during the last twenty years are cited for their revelation that little difference in the quality of education was made through their proposal or use. The current status of teacher education is viewed as poorly conceived in its theory, contradictory in its components, and inconclusive in any of its practical results. Teacher education units are perceived as bureaucratic and only marginally concerned with the populations they supposedly serve, and the estrangement between theory and practice, university and public school, is viewed as irremediable. The proposal for a "new school" of teacher education is made, envisioning the utilization of present resources to construct institutions where teacher educators and teachers (both preservice and inservice) function together in a learning-teaching continuum, with the primary goal of both groups being the education of pupils. Budget, staff, facili-

ties, research—all facets of the new institutional role-will reflect an equivalent concern for the education of children and the education of teachers. (MB)

ED 141 357 SP 011 252

Amendments to Regulations of the Commissioner of Education Pursuant to Section 207 of the Education Law. Part 80: Teachers Certificates.
New York State Education Dept., Albany. Div. of Teacher Education and Certification.

Pub Date 77

Note—19p.; May be marginally legible due to small print of the original document

Available from—State Education Department, Division of Teacher Education and Certification, 99 Washington Avenue, Albany, New York 12230

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Legislation, *School Personnel, *State Departments of Education, *State Standards, *Teacher Certificates, *Teacher Certification
Identifiers—*New York

This pamphlet contains amendments to the regulations governing the certification of teachers and school personnel in the state of New York. (JD)

ED 141 358 SP 011 253

Marbeau, V.

Autonomous Work by Pupils.

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Pub Date 77

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Autoinstructional Programs, *Discovery Learning, Educational Objectives, *Educational Trends, *Independent Study, Individualized Instruction, International Educational Exchange, *Learning Theories, Personal Interests, Self Evaluation, Social Change, *Teaching Methods

This monograph is a report on an international discussion of the desirability of autonomous work on the part of students. The rationale for autonomous work is twofold. First, this approach should lead the pupil to think about the learning process and take an active and responsible share in it. This will promote the development of personality by cultivating the critical faculties and a sense of responsibility. Second, the autonomous approach modifies the pupil/knowledge relationship and should lead to a deeper, because more personal, acquisition of knowledge and skills. Within the parameters of these two outlined objectives, the following areas of the subject are discussed: (1) Why develop autonomy in pupils? (2) How can such autonomy be defined? (3) How can autonomy and the various forms of independent study be developed? (4) How can autonomous work be evaluated? and (5) What are the conditions for progress in this teaching method? (JD)

ED 141 359 SP 011 254

Roehm, Janet

Leadership Training for Policy Advisory Committees. Conducting Business Meetings Effectively.

Pub Date 77

Note—75p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Advisory Committees, Instructional Materials, Leadership Responsibility, *Leadership Training, *Learning Modules, *Parent Education, Parent Participation, *Parliamentary Procedures, Teaching Models
Identifiers—Florida, *Project Follow Through

This learning module was developed for use by parents who make up the Policy Advisory Committee of the Florida Follow Through Project. Its purpose is to build parents' skills in areas that contribute to effective leadership. It is divided into three sections. The first part covers the order of business and how to make motions. Part two covers the duties of the officers, writing minutes, and writing agendas. The third part covers the election of officers and using by-laws. A final examination is included in the module. (JD)

ED 141 360 SP 011 255

Vacanti, Loretta

Parent-Generated Home-School Activities.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Home Visits, Inservice Education, Learning Activities, *Parent Education, Parent Participation, Parent School Relationship, *Parent Teacher Cooperation, Positive Reinforcement, *School Social Workers, Special Services, *Teaching Models
Identifiers—Florida, Project Follow Through

This teaching module is developed for use in inservice training for parent educators who serve as home visitors. It may be used by teachers, parent volunteers, paraprofessionals, or other adults who want to develop home learning activities that meet the individual needs of children. This module shows a home visitor how to solicit ideas for home-school activities from the parents they visit. A model is provided for creating home-school activities. The needs of children and their families are discussed and the importance of listening to and interpreting concerns, complaints, and questions is emphasized. The concept of strengthening the home-school partnership is stressed. Examples of and ideas for home activities are illustrated. (JD)

ED 141 361 SP 011 256

Jordan, Mary

Desirable Teaching Behaviors—Tasks and Task Planning.

Pub Date 77

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, *Home Instruction, *Learning Processes, Parent Child Relationship, *Parent Education, *Parent School Relationship, Positive Reinforcement, Stimulus Behavior, *Teaching Techniques
Identifiers—Florida, *Project Follow Through

This handbook is written for parents who want to reinforce a child's classroom learning by continuing the teaching process at home. Ten desirable teaching behaviors are described. Parents are encouraged to consider themselves as part of a team with their child's teacher. (JD)

ED 141 362 SP 011 257

Roehm, Janet

SCRAPS: A Mini-Course for Volunteers in Handwriting (Grades 1-3).

Pub Date 77

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cursive Writing, *Handwriting Instruction, Handwriting Skills, *Primary Education, *Teacher Aides, Teaching Methods, Tutors, *Volunteers

This handbook is written as an aid for classroom helpers who want to assist primary children with handwriting. It is designed for use by non-professionals after the class has received teacher-directed instruction. (JD)

ED 141 363 SP 011 258

Florida Follow Through.

Florida State Dept. of Education, Tallahassee.

Pub Date 77

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Breakfast Programs, Federal Programs, Health Education, *Health Services, *Low Income Groups, Medical Services, Nutrition, *Parent Education, Parent Participation, *Preschool Children, *Primary Education, *Social Workers
Identifiers—Florida, *Project Follow Through

Follow Through is a federally funded program to continue the successful educational progress made by children in Head Start and similar preschool programs. This program emphasizes not only special instructional approaches for children of low income families, but also the provision of needed medical, dental, social, psychological, and nutritional services. Active parental involvement is encouraged. This pamphlet examines the program, its success and impact in four Florida counties: Hillsborough (Tampa), Duval (Jacksonville), Dade (Miami), and Okaloosa (Fort Walton Beach). (JD)

ED 141 364 SP 011 259

Jones, Kenneth L. And Others

Sex And People.

Pub Date Jan 77

Note—365p.

Available from—Harper & Row, 10 East 53rd Street, New York, N.Y. 10022 (\$12.50)

Document Not Available from EDRS.

Descriptors—Bias, *Biology Instruction, Higher Education, Human Body, Human Relations, Physiology, *Psychological Patterns, Sex (Characteristics), *Sex Education, *Sexuality, Social Attitudes, *Social Factors, Sociology, Textbooks

This textbook for the college student emphasizes human sexuality as a part of the whole human life experience and contains a balance of biological, psychological, and sociological material. In 16 chapters the following topics are covered: (1) sex and society; (2) historical and cultural perspectives; (3) glandular control of sexual physiology; (4) male sexual anatomy and physiology; (5) female sexual anatomy and physiology; (6) sexual development; (7) sexual intercourse; (8) sexual response; (9) sexual dysfunction; (10) variations in sexual behavior; (11) sexuality and aging; (12) pregnancy and birth; (13) fertility control; (14) sexually transmitted diseases; (15) sex and the law; (16) sexual myths and fallacies. (JD)

ED 141 365 SP 011 260

Powell, Frank M.

Children's Motor Behavior Under Conditions of Parental Observation.

Pub Date 77

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Patterns, Interaction, Learning Motivation, *Observation, Parent Child Relationship, *Parent Influence, *Perceptual Motor Learning, *Performance Factors, *Reactive Behavior

Direct observation of a child's motor performance by a parent was hypothesized to exert an effect on motor behavior. The presence of a parent observer during practice was hypothesized to exert a depressing effect on learning and a facilitating effect on performance when parent observer was introduced later in practice. Male and female children age 6 to 10 years were randomly assigned to two groups. In the parent-present-early group, four 25-second trials on a stabilometer were given with a parent present as a passive observer. An additional 4 trials were given after the parent left the testing area. The parent-present-late group was tested in the same way except the parent was absent during the first 4 trials and passively observed during the last 4 trials. Analysis indicated no significant differences between the parent-present-early and the parent-present-late conditions for the learning trials and the performance trials. Analysis of the final two performance trials revealed that children performing without a parent observer were significantly superior to those performing in the presence of a parent. (Author/JD)

ED 141 366 SP 011 261

Procedures and Standards for Maryland State Department of Education Evaluation of Planned Programs of Inservice Experiences Developed and Implemented by Local Agencies Leading to the Advanced Professional Certificate.

Maryland State Dept. of Education, Baltimore.

Pub Date May 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Advanced Programs, Curriculum Development, Educational Assessment, Educational Planning, Evaluation Criteria, *Inservice Teacher Education, Program Evaluation, State Departments of Education, *State Standards, Statewide Planning, *Teacher Certificates, *Teacher Education
Identifiers—*Maryland

The pamphlet outlines the regulations governing institutions offering an Advanced Professional Certificate for teachers in the state of Maryland. (JD)

ED 141 367 SP 011 262

Duke, Daniel Linden And Others

Personalizing Professional Development: An Overview of Five Instructional Audits.

Pub Date 77

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Classroom Observation Techniques, Course Organization, Curriculum Planning, *Effective Teaching, *Instructional Improvement, Learning Experience, *Learning Processes, Performance Factors, *Self Evaluation, Student Evaluation of Teacher Performance, Teacher Evaluation, *Teaching Methods

This document reports on the results of instructional audits of five classes. The audit is a systematic approach to gathering data on what is taught and learned in classrooms. Data are content analyzed to determine the relationship between such factors as what a teacher intended to teach, what was actually taught, what students perceived they were taught, and what the teacher perceived students learned. The audit commences with a teacher briefing during which the auditor records what is intended to be taught over the course of the upcoming observation period. This permits the auditor to compare this information with what teachers actually teach and the extent to which they may fail to achieve their expectations. Students are interviewed at the end of the observation period, and data is collected on their perceptions. Differences between the teacher's perception of what was meant to be learned and what students appeared to have actually learned are evaluated. At the conclusion of this experiment it was felt that the audit can serve as a valuable component of a personalized professional development program for both preservice and inservice teachers. The primary strength of the audit lies in its subject matter focus, concern with course improvement rather than teacher evaluation, provision for student input, and systematic approach to the assessment of teaching. (JD)

ED 141 368 SP 011 263
Duke, Daniel L.

Professional Development and Course Improvement Through the Use of the Instructional Audit.

Pub Date 77

Note—25p.; Tables may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Objectives, *Comprehension, Course Evaluation, Effective Teaching, Inservice Teacher Education, Instructional Improvement, *Lesson Observation Criteria, *Student Evaluation of Teacher Performance, Student Reaction, Teacher Evaluation, Teacher Improvement, *Teacher Response

Identifiers—*Instructional Audit

This document outlines an approach to collecting and processing data for both professional development and course improvement. The approach, which combines elements of evaluation and research, is referred to as an instructional audit. Data collected during the audit addresses the following basic questions: (1) What does the teacher intend to teach? (2) What does the teacher actually teach? (3) What does the student perceive he learns? (4) What does the teacher perceive the student learns? These four audit questions give the audit a systematic, comprehensive quality not shared by many other evaluation and observation schemes. The audit's other atypical characteristics include its emphasis on curriculum content and its provision for collecting student perceptions of learning. How closely a teacher's perception of what a student learns corresponds to the student's perception of what she or he learns, and to what extent does the teacher actually teach what he or she intended to teach, are the fundamental questions the instructional audit is designed to answer. (JD)

ED 141 369 SP 011 264
Righthand, Herbert

A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date Jul 77

Note—67p.; Appendix A may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Demand Occupations, *Distributive Education, Educational Assessment, *Followup Studies, *Graduate Surveys, *High School Graduates, Job Satisfaction, Program Evaluation, Vocational Adjustment, *Vocational Education, *Vocational Followup, Work Experience

Identifiers—Connecticut

The purpose of this study is to assess the program of distributive education in Connecticut high schools on the basis of the graduates' status and perception of the program. Questionnaires were sent to graduates of three high school classes—1965, 1968, and 1971. Responses are tabulated. Information requested included: (1) sex and salaries; (2) racial and ethnic distribu-

tion; (3) evaluation of school training; (4) present job status; and (5) current employment and unemployment. One conclusion reached in the study was that while the students felt their education was excellent the distributive training program in high school does not meet the manpower needs of the State. Recommendations for improvement are made. (JD)

TM

ED 141 370 95 TM 005 380

Potts, George R.

Incorporating New Information Into One's Existing World Knowledge.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date [75]

Grant—MH-24023-01; NE-6-00-3-0170

Note—19p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, Ill., April 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Processes, College Students, *Deductive Methods, Information Utilization, *Knowledge Level, *Learning Processes, *Learning Theories, *Memory, Student Testing

It is reasonable to assume that information such as the fact that "a beaver is larger than a mouse" is part of the average college student's generalized world knowledge. The present experiments examine the processes whereby new information is integrated with this type of generalized world knowledge. During the study phase of these experiments, subjects were told, for example, that "A BOQ is larger than a TOF. A TOF is larger than a beaver. A mouse is larger than a PIV." During the test phase, subjects were asked to verify sentences pertaining to this information. Some sentences (e.g., "A TOF is larger than a beaver.") were actually presented and needed only to be retrieved. Other sentences (e.g., "A BOQ is larger than a beaver.") could be deduced using just the information presented during the study phase. Finally, some sentences (e.g., "A TOF is larger than PIV.") could be deduced only by using one's existing knowledge that a beaver is larger than a mouse. The factors affecting subjects' ability to respond correctly to this latter type of question were examined. (Author)

ED 141 371 TM 005 773

Lee, Lai-Min Paul Coffman, William E.

A Study of the I Don't Know Response in Multiple-Choice Tests. Iowa Testing Programs Occasional Papers, No. 5.

Iowa Testing Programs, Iowa City.

Pub Date Mar 74

Note—20p.

Available from—Iowa Testing Programs, 334 Lindquist Center for Measurement, University of Iowa, Iowa City, Iowa 52242 (\$0.25)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement Tests, Elementary Education, Grade 5, Grade 8, *Guessing (Tests), Item Analysis, Mathematics, *Multiple Choice Tests, Reading Comprehension, *Response Mode, Sex Differences, *Standardized Tests, Statistical Analysis, Student Characteristics, Test Construction, *Test Items, Test Results, Vocabulary

Identifiers—*Don't Know Responses, Iowa Tests of Basic Skills

Multiple-choice standardized achievement tests of English vocabulary and reading comprehension and of mathematics were administered to samples of 592 grade eight students and 615 grade five students. Two forms of each test unit were prepared. The control groups took forms containing items with four responses, while the experimental groups took forms which had an additional response of I don't know. A few fictitious vocabulary items having no right answers were included in each of the English test units. In grade eight tests the mean scores of the control groups were higher. For the grade five samples there were no differences in mathematics; and differences in English (the control group obtaining higher scores) were found only for low ability students. Item discrimination indices obtained from the two forms did not show any significant

differences. There was a negative linear relationship between percentage choosing the I don't know response and percentage correct. In general, lower ability students used the response more often than those with higher ability except in the case of the fictitious items. Sex differences were also found to be a factor in the use of the I don't know response. (Author/MV)

ED 141 372 TM 005 932

Jackson, Rex Schrader, William B.

Verbal and Mathematical Ability of High School Juniors in 1974: A Norms Study of PSAT/NMSQT. Research Bulletin RB-76-27.

Educational Testing Service, Princeton, N.J. Spons Agency—College Entrance Examination Board, New York, N.Y.

Report No.—CEEB-RDR-76-77-2; ETS-RB-76-27

Pub Date Sep 76

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Aptitude Tests, *Comparative Analysis, Educational Trends, Geographic Regions, *Grade 11, High School Students, Minority Groups, *National Norms, Scholarships, Scores, Secondary Education, Sex Differences, Student Ability, *Test Interpretation Identifiers—National Merit Scholarship Qualifying Test, *Preliminary Scholastic Aptitude Test, Test Score Decline

This norms study, initiated to aid in score interpretation, is designed to provide current information on Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) scores of a national sample of high school juniors. Earlier national norms were developed on the basis of tests administered in 1960 and 1966. The present study is similar in design to the two earlier norms studies. Substantial attention was given to evaluating the representativeness of the sample by comparing participating and nonparticipating schools on the basis of geographical region, control, and percentage of minority students and by comparing student data for the norms sample with data from the National Longitudinal Study of the High School Class of 1972. The results of this study were compared with those of the 1960 and 1966 norms studies. These comparisons, although not definitive, should be considered in assessing whether a shift in the ability level of high school students can help to account for the SAT score decline. (EVH)

ED 141 373 TM 006 003

Report of the African Regional Seminar on Educational Evaluation (Dar es Salaam, Tanzania, April 7-May 2, 1975).

International Bank for Reconstruction and Development, Washington, D.C.; United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date May 75

Note—142p.; For related documents, see TM 006 004, 005, 006, and 007.

Available from—International Institute for Educational Planning, 7-9 Rue Eugene-Delacroix 75016, Paris, France (6.00 francs)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Developing Nations, *Educational Programs, *Evaluation Methods, *Evaluators, Institutes (Training Programs), *Measurement Techniques, *Professional Training, *Program Evaluation, Public Libraries, Seminars

Identifiers—Africa, Ethiopia, Lesotho, Somalia, Sudan, Swaziland, Tanzania

The Regional Seminar on Educational Evaluation held in Dar es Salaam, Tanzania, from 7 April to 2 May 1975, was organized as a follow-up activity to a study carried out by the International Institute for Educational Planning (IIEP, Paris) in 1973-1974. The International Bank for Reconstruction and Development had in 1973 requested the IIEP to "develop practical methods for evaluating major education aspects of Bank-financed education projects during and after project implementation, propose technical criteria for such evaluations and suggest the necessary means and machineries for the application". Instruction was provided in: specifying educational objectives - techniques and procedures; educational measurement; test construction; attitude scale construction; questionnaire design; curriculum development and evaluation; interaction analysis; and sampling. The lecture sessions

focused on: general aspects of evaluation - purposes, types, and uses; specific aspects of examinations for assessing standards of performance and selection; the design of non-formal education and training programs; general guidelines for the use and implementation of education tracer systems; approaches to the evaluation of educational systems through the use of cross-sectional surveys. Results of individual and group projects are appended. (Author/MV)

ED 141 374

TM 006 004

Kinunda, M. J.

The Place of Evaluation in the Tanzanian System of Education. IIEP Seminar Paper 6.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—26p.; Paper presented at the International Institute for Educational Planning Seminar on The Evaluation of the Qualitative Aspects of Education (Paris, France, September 30-October 4, 1974); For related documents, see TM006003, 006005, 006006, 006007

Available from—International Institute for Educational Planning, 7-9 Rue Eugene-Delacroix, 75016 Paris, France (3.00 francs)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Basic Education, Adult Education, Adult Literacy, Community Education, Curriculum Development, *Developing Nations, *Educational Change, *Educational Policy, Educational Problems, Elementary Secondary Education, *Evaluation, Manpower Development, Political Socialization, Post Secondary Education, Problems

Identifiers—*Tanzania

Tanzanians feel that their educational system, inherited from the colonial past was mainly serving the interests of the elite and inducing in them attitudes of superiority and of disdain for manual occupations and skills. Tanzania's new educational policy demands that the educational effort be directed at the needs of the society, the nation and of the majority of the pupils: that the school be integrated with the community; and that it also identify itself with current national struggles. Furthermore, the policy requires that values such as cooperation, respect for human dignity and equality be inculcated in the students; and that education be integrated with production—that is, schools should be economic, as well as educational communities. Evaluation is regarded as an integral part of curriculum development, particularly at Tanzania's current stage of development when the philosophy, the concept, the purpose, and the content of education is radically different from the previous system. The results of evaluation are essential to determining the effectiveness of (1) instructional materials and methods in achieving specified objectives; (2) teacher education programs; (3) integrating school and community; (4) integrating education and production; and (5) assessing the impact of educational programs on popular attitudes toward education and social policy. (MV)

ED 141 375

TM 006 005

Gage, N. L.

The Nature of the Evaluation Process. IIEP Seminar Paper 1.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—17p.; Paper presented at the International Institute for Educational Planning Seminar on The Evaluation of the Qualitative Aspects of Education (Paris, France, September 30-October 4, 1974); For related documents, see TM 006 003-007

Available from—International Institute for Educational Planning, 7-9 Rue Eugene-Delacroix, 75016 Paris, France (3.00 francs)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Educational Programs, *Evaluation Methods, Formative Evaluation, *Guides, *Program Evaluation, Summative Evaluation

Seven major steps are outlined in this brief introduction to the process of evaluation: (1) Identification of the objectives of the educational enterprise. (2) Specification of the types of student behavior that reflect achievement of the ob-

jectives. (3) Construction of situations in which the student will be required or expected to demonstrate desired ways of behaving. (4) Determination of the criteria that will be used to assess the value, correctness, or desirability of the behavior elicited. (5) Administration of the measuring instrument—the tests, rating scales, situational performance tests, etc. (6) Scoring the responses elicited by the measuring instruments. (7) Judging the degree to which the scores obtained by the students reflect achievement of the educational activity. The author warns that misunderstandings about the function of evaluation arise from the failure to distinguish between summative and formative evaluation. The former comes at the end of an educational activity or project, while the latter occurs continually during the activity or project, with the aim of providing feedback to ensure that the appropriate aims and objectives are being met. (Author/MV)

ED 141 376

TM 006 006

Abu, Samah Asiah

Educational Evaluation in Malaysia - Trends and Prospects. IIEP Seminar Paper 10.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—29p.; Paper presented at the International Institute for Educational Planning Seminar on The Evaluation of the Qualitative Aspects of Education (Paris, France, September 30-October 4, 1974); For related documents, see TM 006 003-007

Available from—International Institute for Educational Planning, 7-9 Rue Eugene-Delacroix, 75016 Paris, France (3.00 francs)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Case Studies, *Developing Nations, *Educational Programs, *National Programs, Organization, *Program Evaluation

Identifiers—*Malaysia

In the last 15 years Malaysia has witnessed tremendous changes in the socio-political and economic fields, which have been reflected in the country's educational system. Formerly evaluation in the schools was synonymous with the term or yearly school achievement tests, or the administration of periodic standardized achievement tests. In December, 1973 an Evaluation Unit was established by the Ministry of Education and placed under the Educational Planning and Research Division. The main objectives of this unit include: (1) Obtaining feedback from ongoing projects in the various divisions of the Ministry of Education. (2) Assessing systematically the degree to which project objectives have been implemented. (3) Providing suggestions for project improvement. (4) Obtaining valid data on the success or failure of the projects for future planning. Functions of the Evaluation Unit include identifying projects that need systematic, continuous product evaluation; obtaining the cooperation of the division concerned; and working closely with the representatives of the various divisions to draft evaluation designs, choose evaluation instruments and report relevant decisions. The Curriculum Development Center is the one other division which has its own functional evaluation unit. This unit evaluates curriculum materials and practices which it sponsors, works closely with the ERPD Evaluation Unit in identifying areas and strategies for evaluation, and has close links with university researchers and evaluators. Brief case studies for various projects are included. (MV)

ED 141 377

TM 006 007

Postlethwaite, T. N. And Others

Methodology for the Evaluation of Education Attainments: A Project of the IBRD and IIEP. IIEP Seminar Paper 2.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency—International Bank for Reconstruction and Development, Washington, D.C.

Pub Date 75

Note—117p.; Paper presented at the International Institute for Educational Planning Seminar on The Evaluation of the Qualitative Aspects of Education (Paris, France, September 30-October 4, 1974); For related documents, see TM 006 003, 004, 005 and 006. Marginal legibility, pp. 34-35, 42-43, 45, and 47

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Curriculum Development, Curriculum Evaluation, *Developing Nations, Educational Objectives, *Educational Planning, Educational Policy, *Educational Programs, Effective Teaching, Elementary Secondary Education, Enrollment, *Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Formative Evaluation, Higher Education, *National Programs, *Program Evaluation, Summative Evaluation, Teacher Education, Teacher Evaluation

Identifiers—*International Bank for Reconstruction and Development, International Institute for Educational Planning

The International Bank for Reconstruction and Development (IBRD), also known as the World Bank, has actively assisted in the development and improvement of educational facilities and systems in developing countries. A two-phase study was undertaken to improve the evaluation of World Bank projects. This report is an outgrowth of the first phase during which the major educational objectives of the IBRD-financed projects were studied and recommendations were made concerning appropriate methods and instruments for evaluating the attainment of the objectives of programs designed to improve student achievement and enrollment levels, teacher education, teacher effectiveness, and curriculum development. As illustrated in the report, the information obtained from program evaluation and experimentation will be used as integral elements in educational planning and policy development by the IBRD. (EVH)

ED 141 378

TM 006 037

Stenner, A. Jackson Katzenmeyer, W.G.

Structural Integrity in Measures of Self Concept.

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Covariance, Bilingual

Students, Black Students, Caucasian Students, Chinese Americans, Demography, Elementary Education, *Elementary School Students, Factor Analysis, Minority Group Children, Racial Differences, *Self Concept Tests, Spanish Speaking, Statistical Analysis, Test Bias, Test Construction, *Test Reliability, *Test Validity

Identifiers—*Self Observation Scale (Katzenmeyer and Stenner)

Structural integrity of a measure is defined in terms of its replicability, constancy, invariance, and stability. Work completed in the development and validation of the Self Observation Scales (SOS) Primary Level (Stenner and Katzenmeyer, 1973) serves to illustrate one method of establishing structural integrity. The name of each scale of the SOS is a construct: an abbreviated thesis about the nature of the underlying variable which determines the configuration of indicants (questions) comprising the scale. SOS constructs (self acceptance, social maturity, school affiliation, and self security) are analyzed for different student groups. Traditional psychometrics assumes that the same questions measure the same underlying variables in all respondents; the validity of interperson and intergroup comparisons rests on this assumption. However, ample evidence suggests that this assumption is frequently in error. Procedures outlined in this paper provide a method for assessing the validity of this assumption, and a basis for developing reliable and valid instruments. (Author/MV)

ED 141 379

TM 006 105

Montare, Alberto and Others

Achievement and Intelligence: Individualized Instruction Reverses the Trend.

Pub Date [Apr 77]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Tests, Affluent Youth, *Educational Trends, Elementary Education, *Individualized Instruction, Individualized Programs, Intelligence Tests, *Program Effectiveness, Standardized Tests, Statistical Analysis, *Test Results

Identifiers—*Individually Guided Education, *Test Score Decline

Recent comprehensive analyses such as those by Harnischfeger and Wiley (1975) and Zajonc (1976) indicate the existence of a national and

international downward trend in achievement and intelligence test scores. An analysis of the achievement and intelligence test scores in a small, upper middle class, New Jersey elementary school district showed an overall increase in achievement and intelligence test scores. This trend reversal was interpreted as being primarily due to the introduction in 1972 of an Individually Guided Education (IGE) program in the 3 elementary schools of the district. (Author/MV)

ED 141 380 TM 006 110
Hecht, Kathryn A. *Fortune, Jim C.*

Professional Licensing and Certification: Part I, Current Status and Methodological Problems of Validation. Part II, Analysis of Testing Procedures and Their Implementation for Practice.

Pub Date 20 Apr 76

Note—35p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 19-20, 1976); For related document, see ED 110 491

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Certification, Criterion Referenced Tests, Evaluation Methods, Higher Education, *Occupational Tests, Performance Tests, Predictive Validity, Professional Associations, *Professional Occupations, *Professional Personnel, Professional Training, *Testing Problems, Testing Programs, *Test Validity

The need for better validation of professional licensing and certification examinations is discussed in Part I. Predictive criterion-related validation studies are difficult to develop, time consuming, impractical and expensive. Since training and knowledge variables are not necessarily sufficient to predict job proficiency, it appears logical to look to performance testing for solutions to the problems of validating and revising licensure exams more effectively. Four areas in which there are differences in practice across differing licensure examinations: (1) the type of test, (2) the type of controls involved in the testing process, (3) the kind of evidence utilized in the entry decision, and (4) the range of authority and the degree to which the examination provides a right to practice are discussed in Part II. Differences in practices across these four areas appear to be directed toward differential control of three primary sources of malpractice—absence of entry level professional skills, absence of adequate behavior patterns to cope with the pressures of professional practice and absence of adequate updating of professional practice. (MV)

ED 141 381 TM 006 207

Hamblen, Ronald K. *Murray, John*
A Comparative Study of Faculty and Student Attitudes Toward a Variety of College Grading Purposes and Practices.

Pub Date [Apr 77]

Note—50p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, New York, April 5-7, 1977); Tables may be marginally legible due to small type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Faculty, College Majors, *College Students, Educational Research, Grades (Scholastic), *Grading, Guidelines, Higher Education, Learning, Pass/Fail Grading, *Student Attitudes, Student Characteristics, *Teacher Attitudes, Teacher Characteristic

Of the many issues facing higher education, perhaps none has been more frequently and hotly debated by college administrators, instructors, and students, than the issue of college grading purposes and practices. Regrettably, much of the research to date has been poorly done and hence has led to few changes. The purpose of this research was to overcome many of the past deficiencies and provide a comprehensive study of faculty and students' views concerning the uses of grading in several instructional settings, and the appropriateness of a variety of commonly used grading systems for accomplishing intended uses of grades. Specifically, faculty and students' views on: (1) The importance of twelve possible uses of grades in different instructional settings (courses in students' major area of concentration versus non-major areas of concentration); (2) The acceptability of each of the five common grading systems for accomplishing twelve possible uses of grades; and (3) The effects of each of five common grading systems on a variety of course out-

comes (for example, maintaining academic standards and maximizing amount of learning). Overall, the results strongly support the belief that faculty and students are in favor of a criterion-referenced grading system. While the results cannot be generalized to other institutions, several innovations in the research design should provide guidelines for researchers to enable them to conduct better studies on grading in their own institutions. (Author/MV)

ED 141 382 TM 006 267
Centra, John A.

Faculty Development Practices in U.S. Colleges and Universities.

Educational Testing Service, Princeton, N.J.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Report No.—ETS-PR-76-30

Pub Date Nov 76

Note—96p.

Available from—Institutional Research Program in Higher Education, Educational Testing Service, Princeton, New Jersey 08540 (\$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*College Faculty, Colleges, Developmental Programs, Faculty Development, Financial Support, *Higher Education, *Improvement Programs, Manpower Development, Organization, *Professional Continuing Education, Program Effectiveness, Program Evaluation, Questionnaires, *Staff Improvement, *Teacher Improvement, Teacher Participation, Typology, Universities, Use Studies

Questionnaires on faculty improvement and professional development in 2-year, 4-year, and graduate colleges and universities were studied. The 756 respondents provided information on existing programs in their institutions. The estimated use and effectiveness of various development activities, types of faculty members involved, funding, and types of programs are discussed. The bulk of funding for development programs (70%) was provided by the institution, with some assistance from federal and state funds. Various types of faculty members participated in development activities on a voluntary basis. Administrative units organizing continuing faculty education were in existence between one and four years, and their programs were not yet adequately evaluated. Generally, development practices were divided into 4 categories: traditional activities such as sabbatical leave, programs conducted by experienced members of the faculty, instructional assistance from specialists, and assessment of teacher quality. (GDC)

ED 141 383 TM 006 270

Petrosko, Joseph M. *Shani, Esther*

Structural Components Revealed by Evaluating the Quality of Elementary School Tests.

Pub Date Apr 77

Note—18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, New York, April 5-7, 1977); For related document, see Journal of Educational Measurement, v13 n4 p283-96, Winter 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comparative Analysis, Correlation, Elementary Education, *Evaluation, *Evaluation Criteria, Factor Analysis, Guides, Rating Scales, *Standardized Tests, Statistical Analysis, *Test Reliability, Test Reviews, *Test Selection, Test Validity

Identifiers—*MEAN Test Evaluation System

An analysis was made of quality ratings of elementary level standardized tests. Applying multidimensional scaling to intercorrelations of quality ratings, it was found that the criterion of content and construct validity was a central element in the evaluation of elementary tests. In addition, several types of validity and reliability were found to be closely related to one another. The study confirms previous results obtained with secondary tests, and has implications for test selection by evaluators and program directors. (Author)

ED 141 384 TM 006 272

Hsu, Yi-Ming *Scott, Owen*

An Inventory for Appraising Experimental Research Designed for Introductory Research Methods Classes.

Pub Date Apr 77

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Students, *Educational Research, *Evaluation Criteria, Higher Education, *Psychological Studies, *Rating Scales, Research Methodology, *Technical Reports, Test Construction, *Test Reliability, Test Validity

Identifiers—*Evaluation Instrument for Experimental Research

The development of the Evaluation Instrument for Experimental Research (EIFER), an inventory for appraising research quality, is described. The EIFER was specifically designed to aid students in introductory courses in educational and psychological research methods to evaluate published research reports. A survey conducted among specialists in educational research resulted in a list of 73 characteristics considered essential in experimental and quasi-experimental research. These characteristics were organized into 6 categories: the research problem, review of related literature, research design, data collection and analysis, conclusions and generalizations, and style and organization. The following psychometric properties of the inventory were determined: consistency, item-section correlation, analysis of variance, interrater and intrarater reliability, and stability of the measurement of traits across raters and occasions. Reliability coefficients were determined to be satisfactory. A copy of the instrument is included. (Author/GDC)

ED 141 385 TM 006 314

Simon, Charles W.

Response Surface Methodology Revisited: A Commentary on Research Strategy.

Canyon Research Group, Inc., Canoga Park, Calif.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.

Report No.—CWS-01-76

Pub Date Jul 76

Contract—F44620-76-C-0008

Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Data Analysis, *Data Collection, *Evaluation, Goodness of Fit, Orthogonal Rotation, Research Design, *Research Methodology, Research Problems, *Statistical Analysis

Identifiers—*Central Composite Designs, *Response Surface Methodology

Five papers published in a special edition of Human Factors, August 1973 are examined in an attempt to explain and illustrate the characteristics and applications of central-composite designs in the context of response-surface methodology (RSM). A detailed analysis is provided to show that the experimental papers (1) fail to illustrate the most important and useful features of "response surface methodology" designs as proposed by G.E.P. Box and his associates; (2) employ questionable procedures not specific to RSM that permit interpretations of results not considered by the investigators; and (3) do not constitute an experimental evaluation of the effectiveness of RSM central-composite designs as suggested by the investigators. (Author/MV)

ED 141 386 95 TM 006 317

Vollbrecht, Michele *Touzeau, Comp.*

Grade Equivalent Scores: An Annotated Bibliography.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [77]

Contract—400-75-0015

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Grade Equivalent Scores, Instructional Program Divisions, Norm Referenced Tests, Norms, Performance

Resources in Education, the Current Index to Journals in Education, and Psychological Abstracts were computer searched in order to identify documents and journal articles which describe the derivation, use, and misuse of grade equivalent scores, those scores which reflect a student's performance in a test or battery of tests according to grade norms. Each of the 23 references is abstracted and a subject index is provided. (EVH)

ED 141 387 TM 006 330

Fox, G. Thomas, Jr.
Limitations of a Standard Perspective on Program Evaluation: The Example of Ten Years of Teacher Corps Evaluations.

Pub Date [Apr 76]

Note—102p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Data Analysis, *Decision Making, *Evaluation Methods, *Federal Programs, *Higher Education, *Models, Policy Formation, *Program Evaluation, *Teacher Education, Teachers Colleges

Identifiers—Higher Education Act 1965, *Teacher Corps

Six evaluation studies on Teacher Corps are first described and then analyzed. The two evaluation perspectives used for analysis were: (1) the standard evaluation paradigm as described by Astin and Panos and (2) the evaluation paradigm suggested by Parlett and Hamilton as "illuminative evaluation". The standard evaluation paradigm describes three main components: student inputs, student outputs, and educational operations; and finds causal relationships between these components. In contrast to the standard evaluation paradigm, the Parlett and Hamilton paradigm includes: (1) a study of the entire program: its rationale and evolution, its operations, achievements and difficulties; (2) an examination of the program within the school or educational milieu; and (3) a combination of methodological strategies for describing and analyzing a program in order to help "illuminate" salient program features. Results of this study indicate that, if one agrees with Astin and Panos that "the fundamental purpose of evaluation is to produce information which can be used in educational decision-making", then these evaluation studies have failed. They failed not because they did not follow the standard evaluation techniques reviewed by Astin and Panos, but because they did follow these procedures and used the standard perspective of evaluation. The challenge for evaluations, then, seems not to be apply these same evaluation procedures better, but rather to use alternative perspectives on evaluation. (Author/MV)

ED 141 388 TM 006 332

Haeriel, Edward Prescott, Suzanne
Observations of Teacher Behavior: A Problem of Two Random Effects.

Pub Date [Apr 77]

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Variance, Classroom Observation Techniques, *Data Analysis, Elementary School Teachers, *Research Design, Sampling, Secondary School Teachers, *Statistical Analysis, *Teacher Behavior

Identifiers—*Random Effects

Several methods of analyzing random samples of teacher behavior are discussed. Their assumptions and sensitivity, and the inferences they permit, are compared. Data of this kind might be obtained whenever program implementation is assessed by monitoring specific teacher behaviors. The quasi F ratio can be used in analyzing such data, but error rates are difficult to estimate and the generalization of the quasi F ratio to multivariate observations is difficult. Two alternatives are presented: (1) Observations within teachers may be averaged, leaving teacher as the only random effect. (2) Teacher may be treated as a fixed effect, but this limits the kinds of inferences which may be drawn. Results of analyses by both methods are presented. (Author/MV)

ED 141 389 95 TM 006 333

Porter, Deborah Elena Wildemuth, Barbara
State Assessment and Testing Programs: An Annotated ERIC Bibliography. Volume I: General References. Volume II: Individual State Programs.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Contract—400-75-0015

Note—85p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Educational Assessment, *State Programs, *Testing Programs, Test Results

There is a growing body of literature in the ERIC data base pertaining to state educational assessment and testing programs. Volume I of this bibliography includes abstracts of 39 documents and journal articles describing the design and implementation of programs, as well as the technical and political issues which have been addressed by the states. Volume II is a state-by-state annotated listing of 130 descriptive and technical reports issued by states which have had or now have testing or assessment programs. A subject index is provided for each volume. (EVH)

ED 141 390 TM 006 336

Maxey, E. James And Others
Trends in the Academic Abilities, Background Characteristics, and Educational and Vocational Plans of College-Bound Students: 1970-71 to 1974-75.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-RR-74

Pub Date May 76

Note—32p.; Some parts may be marginally legible due to small print of the original document. Available from—ACT Publications, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (Order No. 4-7-74, \$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Ability, *Academic Achievement, *Academic Aspiration, Achievement Tests, *College Bound Students, Data Analysis, Educational Needs, *Educational Trends, Financial Needs, Grade Point Average, *High School Students, Racial Differences, Secondary Education, Sex Differences, Socioeconomic Background, Socioeconomic Status, Standardized Tests, *Student Characteristics, Student Records, Test Results, Trend Analysis, Vocational Interests

Identifiers—*ACT Assessment

Data reported in this paper are drawn from The American College Testing Program (ACT) files of student records collected over the five year period from 1970-71 to 1974-75 through administration of the ACT Assessment Program. The data from 1970-71 and 1971-72 represent a five percent random sample and the data from 1972-73, 1973-74, and 1974-75, a ten percent random sample of students tested on the first four national test dates each year. Included in the students' records are their ACT test scores and self-reported high school grades, and their responses to the ACT Student Profile Section (SPS), which contains some 200 items about vocational plans, out-of-class high school accomplishments, educational needs, extracurricular plans, and general biographical information. All students who write the ACT Assessment complete the SPS. Three major categories of trend data based on ACT test scores and on selected elements from the SPS are reported in subsequent sections of this paper. These are trends in students' academic abilities, background characteristics (e.g., sex, race, and socioeconomic status), and educational plans and goals. Findings are summarized and some interpretations of their implications are offered. (Author/MV)

ED 141 391 TM 006 339

Predder, Dale J.
Alternatives for Validating Interest Inventories against Group Membership Criteria.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-RR-76

Pub Date Jul 76

Note—12p.

Available from—ACT Publications, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Evaluation Criteria, *Group Membership, *Interest Tests, *Methods, Occupational Guidance, *Predictive Validity, Predictor Variables, *Test Validity

Two approaches to interest inventory validation are considered. The choice between the two depends on the use being validated. The first approach assumes that interest inventories are to be used in predicting which occupations counselees will enter or prefer. The second assumes that interest inventories are to be used in suggesting occu-

pations for counselees to consider on the basis of compatibility of interests. Validation of these two uses of interest inventories requires different treatments of criterion group base rates. As illustrated by data drawn from a published study, the two approaches to validation can produce substantial differences in reported hit rates. Such differences may be found in any study validating group membership predictions if criterion group sizes vary greatly. (Author)

ED 141 392 TM 006 340

Hanson, G.R. And Others
Development and Validation of Sex-Balanced Interest Inventory Scales.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-RR-78

Pub Date Mar 77

Note—42p.; Some parts may be marginally legible due to small print of the original document. Available from—ACT Publications, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (Order No. 4-7-78, \$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adults, Age Differences, Career Choice, College Bound Students, College Students, Correlation, Grade 9, Grade 11, Higher Education, Interest Scales, Item Analysis, Secondary Education, *Sex Differences, Statistical Analysis, *Test Construction, Test Items, *Test Reliability, *Test Validity, Vocational Counseling, *Vocational Interests

Identifiers—*Unisex ACT Interest Inventory

This report describes the development and validation of the Unisex ACT Interest Inventory (UNIACT). In contrast to other interest inventories in common use, the UNIACT contains scales on which males and females receive similar scores. In the development of the UNIACT, more than 200 potentially sex-balanced items were administered to 10,211 people, including 9th graders, 11th graders, college-bound students, college sophomores, and adults. The instrument resulting from the item tryouts consists of 90 items assigned to scales assessing the six Holland types and two underlying dimensions of work-related activity preferences—a data/ideas dimension and a things/people dimension. Scale distributions are highly similar for males and females, as evidenced by a median overlap of 92 percent. The goal was achieved with no loss in the technical quality of the instrument. The median coefficient alpha reliability estimates for the six scales assessing Holland types is .87. The scales intercorrelate according to theoretical expectations and exhibit the appropriate theory-based factor structure. Criterion-related validity data from a number of studies are summarized in the form of three-scale, high-point codes for 152 educational and vocational criterion groups. (Author/MV)

ED 141 393 TM 006 341

Lufi, Max And Others
Development of a Test Instrument to Determine Language Dominance of Primary Students: Test of Language Dominance (TOLD).

Southwest Research Associates, Albuquerque, N. Mex.

Pub Date Mar 77

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingualism, *Bilingual Students, *Elementary School Students, Expressive Language, *Language Fluency, *Language Tests, Primary Education, Receptive Language, Second Languages, *Test Construction, Test Reliability, Test Validity

Identifiers—*Test of Language Dominance (TOLD)

The objective of this study was to develop a highly reliable instrument for primary grade students which was relatively culture free and could accurately identify each child's dominant language. In addition, it should provide normative data regarding the child's fluency in his two most predominant languages. This test, known as the Test of Language Dominance, was simultaneously developed in English, Navajo, Spanish, Yupik and Zuni. Items which did not indicate satisfactory statistical rigor during the pilot test phase were removed or modified. The test is divided into Part I (receptive verbal ability) and Part II (ex-

pressive verbal ability). Part I, which features progressive item difficulty, is group-administered to children who respond by marking one picture out of the four which the administrator describes. Part II is individually administered with each student naming as many things as he can in a given domain in one minute. The test must be administered by a person fluent in both of the languages being assessed. Standardized directions are provided; and scoring is objective and extremely simple. In pilot testing, run with over 1000 students, test reliability was .75 in English and .94 in other languages. The validated version of the TOLD has now been translated into 15 additional languages. (MV)

ED 141 394 TM 006 343

Rubinstein, Sherry Ann Nassif-Royer, Paula
The Outcomes of Statewide Assessment: Implications for Curriculum Evaluation.

Pub Date [Apr 77]

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Content Analysis, *Criterion Referenced Tests, Decision Making, *Educational Assessment, Evaluation Methods, Item Analysis, Needs Assessment, Norm Referenced Tests, *State Programs, *Test Construction, *Test Validity

State Departments of Education are turning to the use of criterion referenced, as opposed to norm referenced, models for statewide assessment. The underlying assumption in this turn of events is that results generated by criterion referenced tests within the statewide assessment context permit the drawing of value inferences about the effectiveness of the educational curricula under study. The tenability of this assumption is examined in light of rigorous requirements for test construction and validation. The extent to which the test construction steps can be followed closely to yield a content valid test determines the extent to which the tests can be justifiably used to evaluate the curricula or programs under study. In summary, it is to be concluded that the content validity of measuring instruments must be carefully established in order to ensure meaningful and defensible decision making. The risk involved in using an invalid test must be judged in terms of the costs (psychological, financial, etc.) attendant on making erroneous decisions in a given situation. (MV)

ED 141 395 TM 006 344

Tenenbaum, Arlene Bonnie Miller, Christine A.
The Use of Congruence between the Items in a Norm-referenced Test and the Content in Compensatory Education Curricula in the Evaluation of Achievement Gains.

Pub Date [Apr 77]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); Table 2 may be of marginal legibility due to small type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Achievement Gains, Achievement Tests, *Compensatory Education Programs, *Content Analysis, *Curriculum Evaluation, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Field Studies, *Item Analysis, Learning Modules, *Norm Referenced Tests, Standardized Tests, *Test Validity

Identifiers—Metropolitan Achievement Tests

In the evaluation of Project Information Packages (PIPs), a content analysis was performed to detect congruence between items in a norm-referenced test and the content in six exemplary compensatory education program curricula. Gains on congruent items were used to assess the effectiveness of the programs. Preliminary results show that the amount of congruence was too small to make strong inferences, but that gains on congruent items were slightly higher in well-implemented programs. The procedures can be easily replicated for evaluations which require that gains on norm-referenced tests be the major criteria for success. (Author)

ED 141 396 TM 006 345

Petrosko, Joseph M.
The Quality of High School Reading and Vocabulary Tests: Implications for the Researcher.

Pub Date [Apr 77]

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Evaluation, Evaluation Criteria, Norms, Predictive Validity, *Reading Comprehension, *Reading Tests, Secondary Education, *Standardized Tests, Test Interpretation, Test Reliability, Test Validity, *Vocabulary

Identifiers—MEAN Evaluation System

Three hundred-fifty-two standardized tests of reading comprehension and 373 standardized vocabulary measures were analyzed in terms of a number of criteria related to psychometric quality and educational ability. The criteria were based primarily on the Standards for Educational and Psychological Tests developed by the American Psychological Association, the American Educational Research Association, and the National Council on Measurement in Education, and the MEAN test evaluation system developed by the Center for the Study of Evaluation. Fewer than 10 percent of the tests reported reliability and validity coefficients sufficiently high to make them appropriate for use by researchers or evaluators. Approximately 30 to 40 percent of the tests reported good raw score distribution characteristics and useful converted scores. Very few instruments had nationally representative norm samples or useful information for decision making about pupils. Given the quality of many "off-the-shelf" instruments, researchers and evaluators should have a variety of alternate measurement strategies at hand. (Author/MV)

ED 141 397 TM 006 351

Björstedt, Åke
Explorations in Creativity.

Lund Univ. (Sweden); School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research; Society of Psychology and Pedagogy (Sweden).

Pub Date 76

Note—34p.; Some pages may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age Differences, Classroom Observation Techniques, *Creativity, *Creativity Tests, Elementary Education, Evaluation Methods, Individual Characteristics, Instructional Design, *Instructional Materials, Motivation Techniques, Sex Differences, Student Behavior, *Student Teacher Relationship, Teacher Attitudes, Test Construction

Identifiers—*Sweden

A Swedish research project dealing with creativity in schools is summarized and discussed. Interest areas include: (1) surveys of opinions about how to promote creativity in schools; (2) classroom observations on creativity-relevant teacher-student interactions; (3) development and try-out of certain Swedish tests for creativity; (4) studies of relations between these tests and various personality variables; and (5) attempts to construct and evaluate potentially creativity-promoting study materials, integrated in the regular school work. One of the main findings was that it is possible to stimulate aspects of creativity by fairly simple means, using specific types of study materials. An annotated bibliography of Swedish studies of creativity is included. (Author/MV)

ED 141 398 TM 006 357

Scott, Craig S. And Others
Factors Influencing Professional Assessment.

Pub Date [Apr 77]

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977) For related document, see ED 132 941

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Faculty, *Evaluation Criteria, Factor Structure, Faculty Evaluation, *Faculty Promotion, Higher Education, Professors, Promotion (Occupational), Questionnaires, Statistical Analysis, Surveys, Teaching Quality, *Tenure

Identifiers—Faculty Perception Questionnaire, Oregon

The Oregon State System of Higher Education recently completed a 3-year study entitled Faculty Teaching: Models for Assessment of Quality. Over 400 teaching and administrative faculty selected on a random or stratified basis answered

the following questions: (1) What factors are considered in the assessment of faculty performance? (2) What evidence is utilized in professional assessment processes? (3) What weights are assigned by faculty to factors considered relevant to teaching, scholarship, and service when a decision is pending regarding a faculty member's promotion or tenure status? (4) What factors should be influential in promotion or tenure decisions? Faculty perceptions of 34 commonly used indicators provided insights into: gaps between policy pronouncements and actual practice, differences between colleges and universities, differences between academic disciplines, and measurement problems regarding output indicators. (MV)

ED 141 399 TM 006 358

Perrone, Vito

The Abuses of Standardized Testing. Fastback Series No. 92.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 77

Note—45p.; Some parts may be marginally legible due to small print of the original document Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (1-9 copies for members, \$0.60 ea., for nonmembers, \$0.75 ea., discounts on larger quantities)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement Tests, Educational Testing, Elementary Education, Evaluation Methods, History, *Intelligence Tests, Norm Referenced Tests, Objective Tests, Political Issues, Scores, Socioeconomic Influences, *Standardized Tests, Test Bias, *Testing Problems, Test Interpretation, Test Results, *Test Validity

Identifiers—*Alternatives to Standardized Testing

The author takes the position that standardized tests, as presently developed and marketed, do have potentially positive uses. However, these advantages are outweighed by the tests' deleterious effects on children and programs. Standardized tests refer to published, norm referenced, achievement and intelligence tests which contain specific instructions for administration. This discussion includes a historical background of standardized testing, an explanation of the tests themselves, a proposed moratorium on testing and suggested alternatives to standardized testing. A bibliography is appended. (MV)

ED 141 400 TM 006 360

Smith, Vernon Gallup, George H.

What the People Think About Their Schools: Gallup's Findings. Fastback Series No. 94.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 77

Note—69p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (for members, \$0.60 ea., for nonmembers, \$0.75 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Changing Attitudes, Community Surveys, Data Analysis, *Data Collection, *Educational Problems, Educational Trends, Elementary Secondary Education, Guidelines, *National Surveys, *Public Opinion, *Public Schools, Questionnaires

Identifiers—*Gallup Poll

A secondary analysis of eight years' cumulative results from the annual Gallup Poll of the Public's Attitudes toward public schools is presented. These eight polls reveal a public that has confidence in its schools and its teachers and supports specific innovations, particularly career education, moral education, and various types of alternative public schools. The public is concerned about discipline, basic skills, class size, and size of schools; and is strongly opposed to forced busing for racial integration, expanding students' rights, and giving students a greater voice in decision making in schools. In the 1976 Eighth Annual Gallup Poll, discipline continues to be cited by adults as the most important problem in public schools. Discipline is followed by problems associated with busing and integration. The third critical issue is educational finance. Criticisms of poor or inappropriate curricula are becoming more frequent. Other trends are also reported. A guide for conducting a local

opinion poll, reprinted from The Gallup Poll of Attitudes Toward Education, 1969 - 1973 is included. (MV)

ED 141 401 TM 006 362

Adams, Michael And Others

Educational Perspectives: A Survey of 10,000 Ontario Students, Teachers, and Parents.

Ontario Inst. for Studies in Education, Toronto. Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date 76

Note—162p.; For related documents, see TM 006 363 and 364

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor St. West, Toronto, Ontario M5S 1V6, Canada (MF \$2.00, HC \$2.50)

Document Not Available from EDRS.

Descriptors—Basic Skills, Classroom Environment, Classroom Techniques, Community Role, Curriculum Evaluation, Decision Making, Discipline Policy, Educational Accountability, *Educational Assessment, Educational Innovation, Educational Objectives, *Elementary Secondary Education, *Parent Attitudes, Parent Role, Questionnaires, School Organization, Second Languages, *State Surveys, *Student Attitudes, Student Role, *Teacher Attitudes, Teacher Role, Teaching Methods

Identifiers—*Ontario

This paper offers an overview of three previous studies based on surveys of almost 1000 Ontario parents, 3500 teachers, and over 6100 students; each of which monitors the participants' experience with and attitudes towards the system of education. The intention of the overview is to assimilate the findings of the previous research into a single volume that compares and contrasts the views of the key participants in the educational process. This attitudinal information should assist planners in their efforts to assess alternatives and to assign priorities. More specifically, it should provide the Ontario Ministry of Education with some guidance on such pressing educational issues as: (1) What should be the goals of education? What values do we wish to impart to society's future citizens?; (2) What should be taught? What should be the content and curriculum of a quality education?; (3) How should that curriculum be taught? What are the optimum teaching methods? How effective are technological teaching aids?; (4) What are the appropriate decision-making roles of the various participants? What should be the rights and responsibilities of parents, teachers, students, trustees, administrators, and the general public?; and (5) What innovations should be instituted to foster quality education? (Author/MV)

ED 141 402 TM 006 363

Humphreys, Edward H. Elwood, Bryan C.

Effectiveness of the Revised Ontario School Record System.

Ontario Inst. for Studies in Education, Toronto. Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date 76

Note—109p.; For related documents, see TM 006 362 and 364

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor St. West, Toronto, Ontario M5S 1V6, Canada (MF \$1.50, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Confidentiality, Confidential Records, Counselor Attitudes, Data Analysis, *Data Collection, Educational Objectives, *Elementary Secondary Education, Information Dissemination, Information Utilization, Parent Attitudes, Questionnaires, *State Surveys, Student Attitudes, Student Needs, *Student Records, Teacher Attitudes

Identifiers—*Ontario, *Ontario School Record System

Results of a study conducted for the Ministry of Education (Ontario) and designed to evaluate the effectiveness of the Ontario School Record System (OSR) as revised in 1973 are reported in this paper. In order to evaluate the OSR's effectiveness, the study team examined educators', parents and students' perceived needs for student information, actual use of student information, held objectives for the OSR, and actual practice with regard to the OSR as a source of student information. Recommendations made in the report

include: (1) to improve the communication between the Ministry and schools regarding purpose, content, maintenance, control and access; (2) to encourage local boards to take a more active role in OSR administration; (3) to regularly review the content of a record, and (4) to encourage better communication between the school and community regarding OSRs. A proposal is put forward for the establishment of an expanded and comprehensive OSR system which would serve the needs of all users of student information. Composed of six components, it would more tightly control access to confidential or sensitive information, provide a remote record for research, planning, and evaluative studies, and bring private records under the OSR regulations. (Author/MV)

ED 141 403 TM 006 364

Wahlstrom, Merlin W. Danley, Raymond R.

Assessment of Student Achievement. A Survey of the Assessment of Student Achievement in Ontario.

Ontario Inst. for Studies in Education, Toronto.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date 76

Note—121p.; For related documents, see TM 006 362 and 363

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor St. West, Toronto, Ontario M5S 1V6, Canada (MF \$1.50, HC \$2.50)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Tests, Computer Oriented Programs, Diagnostic Tests, *Educational Assessment, Educational Policy, *Elementary Secondary Education, *Evaluation Methods, Homework, Measurement Techniques, Questionnaires, Reference Materials, Standardized Tests, *State of the Art Reviews, *State Surveys, Teacher Education, Testing Programs, Test Interpretation, Test Results

Identifiers—*Ontario

Focusing on current elementary and secondary school assessment practices as reported by a representative group of teachers and principals across Ontario, this study was designed around the following components: (1) an examination of current practices of school boards, school staffs, and individual teachers in the assessment of student achievement; (2) an analysis of the policies and practices developed by evaluation teams established by school boards; (3) the documentation of a broad range of assessment practices and related activities, e.g., recording and reporting student achievement, and utilization of computers; (4) the preparation of a small number of annotated current references on achievement testing; and (5) comparison of previous work on test utilization in Ontario with results obtained in the current study. A bibliography of reference materials for assessment, responses to a questionnaire, interview comments about ongoing assessment procedures, and a listing of assessment materials used by the interviewed teachers are appended. (MV)

ED 141 404 TM 006 365

Bossone, Richard M., Ed. Troyka, Lynn

Quitman, Ed.

The National Conference on Minimum Competencies: Trends and Issues. Proceedings. (City University of New York, March 4, 1977)

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Spons Agency—City Univ. of New York, N.Y. Graduate School and Univ. Center.; New York City Board of Education, Bronx, N.Y.

Report No.—CASE-03-77

Pub Date 4 Mar 77

Note—119p.; For a related document, see ED 127 376

Available from—CUNY Research Foundation, Center for Advanced Study in Education, Graduate School of City University of New York, 33 West 42nd Street, New York, New York 10036 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Basic Skills, *Conference Reports, Educational Assessment, Educational Legislation, Educational Objectives, *Elementary Secondary Education, Graduation Requirements, Measurement Techniques, *Performance Based Education, Performance

Criteria, Performance Tests, State Legislation, Statewide Planning, *Student Testing, Testing Problems

Identifiers—Survival Skills, Test Security

On March 4, 1977, the Center for Advanced Study in Education (CASE) of the Graduate School and University Center of the City University of New York (CUNY) and the Board of Education of the City of New York co-sponsored a National Conference on Minimum Competencies: Trends and Issues. Six papers were presented: "An Overview Regarding Minimal Competencies", by Chris Phipps; "Minimum Competencies: Problems and Opportunities", by Gordon Ambach; "The Dangers of Knowing Precise Answers to the Wrong Questions", by H.A. Wilson; "Item Characteristics and Criteria", by Donald Ross Green; "The Need for Test Security", by Anthony Polemi; and "What Everyone Should Know About Minimum Competencies", by Richard M. Bossone and Lynn Quitman Troyka. (MV)

ED 141 405 95 TM 006 368

Politzer, Robert L. Hoover, Mary R.

A Field Test of Black English Tests for Teachers. Stanford Univ., Calif. Stanford Center for

Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SCRDT-RDM-149

Pub Date Apr 77

Contract—NIE-C-74-0049

Note—45p.; For related document, see ED128804

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Achievement Tests, *Attitude Tests, Black Culture, *Black Dialects, Black Students, Elementary Education, Elementary School Students, *Elementary School Teachers, Field Studies, Performance Factors, Teacher Attitudes, Teacher Characteristics, *Test Reliability, Test Validity

Identifiers—*Black English Tests for Teachers

The SCRDT Black English Tests for Teachers, a battery consisting of the Reading Pedagogy (RP) and History and Structure of Black English (HSBE) tests, was field tested to determine reliability of the tests; their intercorrelations; the relation of teacher characteristics (sex, age, place of birth, ethnicity, years of experience, attitudes, etc.) to test scores; and the relation of teacher test scores to pupil achievement in reading. The RP and HSBE were found to have reasonable reliability in measuring teachers' knowledge. The scale used to measure teachers' attitudes toward Black language and culture and the educability of Black children appeared to be reliable, as well. Performance on the HSBE and the RP are significantly related to each other and to a positive attitude toward Black English. Further, there is some evidence that teachers' performance in the tests and their willingness to learn about Black English have some relation to student achievement, but that this interest and its significance for pupil achievement vary according to regional or local factors. Significant increases in test and attitude scores could be attributed to teacher workshops in only one site. In fact, only the site appeared to make any consistent differences in teachers' performance on the tests. (EVH)

ED 141 406 95 TM 006 369

Tabler, Kenneth

National Longitudinal Study of the High School Class of 1972: First Followup Survey Design, Instrument Preparation, Data Collection and File Development.

National Center for Education Statistics (DHEW), Washington, D.C.

Spons Agency—Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.—NCES-77-262

Pub Date 77

Contract—OEC-0-73-6666

Note—48p.; For related documents, see ED 110 730, 117 155, 120 202, 120 251 and 133 334 ;

Some parts may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Data Analysis, *Data Bases, Data Collection, Followup Studies, *High School Graduates, High Schools, Information Utilization, Interviews, *Longitudinal Studies, Models, *National Surveys, Post Secondary Education, Questionnaires, *Research Design, Research Methodology, Sampling, Seniors, Test Construction, Weighted Scores

Identifiers—*National Longitudinal Study High School Class 1972

Activities involved in the collection and assembling of data for computer processing from the first followup survey of the National Longitudinal Study of the High School Class of 1972 (NLS) are briefly described. Included are an overview of the NLS; the sample design and survey participation; the development of the first followup survey questionnaires; the means used for maximizing participation and response; the preparation of the NLS Data File; and the calculations of score weights. (MV)

ED 141 407 95 TM 006 370

Natriello, Gary. *And Others*

A Summary of the Recent Literature on the Evaluation of Principals, Teachers, and Students. Occasional Paper No. 18.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SCRD-OP-18

Pub Date Apr 77

Contract—NE-C-00-3-0062

Note—69p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrator Evaluation, Bibliographies, Educational Policy, Educational Theories, Elementary Secondary Education, *Evaluation, *Literature Reviews, Political Issues, Principals, Program Development, *Schools, *Student Evaluation, Superintendents, *Teacher Evaluation, Theories

Literature published between 1965 and 1975 on the evaluation of persons and their performance in schools is summarized in this review of the literature. Interrelationships among the evaluations of participants at several levels of the organization—the interlevel aspects of performance evaluation in schools are also examined. Each of the four sections of the review: Evaluation in Schools, Evaluation of Administrators, Evaluation of Teachers, and Evaluation of Students, are further subdivided into three categories of publications: those dealing with theoretical issues, those on policy and political issues, and those oriented toward implementation of practical issues. A 300-entry bibliography is included. (Author/EVH)

ED 141 408 TM 006 371

Earles, James A. Winn, William R.

Assessment Centers: An Annotated Bibliography. Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-77-15

Pub Date May 77

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrative Personnel, *Administrator Evaluation, *Annotated Bibliographies, Employment Opportunities, Employment Qualifications, Evaluation Methods, Management Games, Manpower Utilization, Occupational Mobility, *Personnel Evaluation, Personnel Management, *Personnel Selection, Promotion (Occupational), Simulated Environment, Validity

Identifiers—*Assessment Centers

In order to improve on their selection, promotion, and identification decisions regarding high level management personnel, many large corporations, some small ones, and several governmental agencies have resorted to the assessment center approach. Briefly, the assessment center is an intensive multiple-techniques evaluation process. Candidates for assessment are brought in small groups of from eight to twelve to a testing location and run through a battery of tests over a 2- or 3-day period. These often include paper-and-pencil psychological measures, projective measures, interviews, and both individual and group situational tests. The situational tests are often miniature job situations. Candidates are evaluated by several trained assessors, who are usually successful high-level managers and sometimes are psychologists. This report is an annotated bibliography of published articles on assessment centers. Several types of articles appear: general publicity articles, reports on the implementation of an assessment center, research studies investigating methods of achieving over-all ratings of potential, and reports on validities of assessment center

programs. The general finding in the reports described is that assessment center evaluations are more predictive of future management success than the traditional evaluations which are based on supervisors' reports, paper-and-pencil tests, and interviews. (MV)

ED 141 409 TM 006 374

Masters, James R. Weaver, Waldo G.

The Development of a Student Observation of Teachers Instrument for Use in High Schools.

Pub Date Apr 77

Note—24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, New York, April 5-7, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Behavior Rating Scales, Classroom Observation Techniques, Effective Teaching, Factor Analysis, *High School Students, *Secondary School Teachers, Student Attitudes, *Student Evaluation of Teacher Performance, Teacher Evaluation, Teaching Methods, Teaching Techniques, *Test Construction, Test Reliability, Test Validity

Identifiers—*Student Observation Teachers Teaching Techniques

The Student Observation of Teachers and Teaching Techniques instrument (StOTT) was developed by high school students who served on the Student Advisory Board to the Pennsylvania Department of Education. The StOTT instrument consists of 32 items. Each of the first 29 is included in one of the subscales: Teacher-Student Relations, Grades and Testing, Materials, Teacher Personality, and Teaching Methods and Techniques. The final three items ask students to give their opinions about whether or not the teacher they are rating has any distracting personal mannerisms, to give the reason they took the teacher's course, and to tell whether they would recommend the course to another student. As reported in the Educational Quality Assessment manual (Hertzog, 1976) this instrument has evidenced an internal consistency reliability of .86. As evidences of validity significant correlations have been found with such variables as the number of books read by students, the number of days they were truant, and their desires to quit school (Masters, Shannon and Reardon, 1975). A copy of the Student Observation of Teachers test (version 2) is appended. (Author/MV)

ED 141 410 95 TM 006 376

Dyer, Henry S.

The Interview as a Measuring Device in Education.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-56

Pub Date Dec 76

Contract—400-75-0015

Note—17p.; Some parts may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Education, *Educational Diagnosis, *Interviews, *Measurement Techniques, *Surveys

Identifiers—Diagnostic Interviews, Open Interviews, Standardized Interviews

The interview is conceptualized as a dyadic process the purpose of which is to obtain usable information either about the cognitive and non-cognitive attributes of the person interviewed or about attributes of educational institutions with which the interviewee is associated. Interviews are seen as falling into two broad categories: standardized interviews and open interviews. The standardized type is further divided into two sub-categories: the diagnostic type of interview and the survey type. The techniques involved in the several types of interviewing are adduced from a number of illustrative projects involving interviews conducted in various educational settings. The author suggests that there are five concepts that are basic to any form of measurement and that, insofar as the interviewing process incorporates these concepts, it qualifies as a measuring device. Generally speaking, the standardized type of interview tends to meet these criteria more readily than does the open type, but the latter is seen as more likely to uncover new dimensions to be measured. The practicality of both types of interviews is briefly assessed. (Author)

ED 141 411 TM 006 383

Lenke, Joanne M. *And Others*

Differences Between Kuder-Richardson Formula 20 and Formula 21 Reliability Coefficients for Short Tests with Different Item Variabilities.

Pub Date Apr 77

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Comparative Analysis, *Complexity Level, Diagnostic Tests, *Item Analysis, Mathematics, Secondary Education, Standardized Tests, *Statistical Analysis, *Test Items, *Test Reliability

Identifiers—*Kuder Richardson Formula 20, *Kuder Richardson Formula 21, Stanford Diagnostic Mathematics Test

To investigate the effect of violating the assumption of equal item difficulty on Kuder-Richardson (KR) Formula 21 reliability coefficient, 670 eighth- and ninth- grade students were administered 26 short, homogeneous "tests" of mathematics concepts and skills. Both KR Formula 20 and KR Formula 21 were used to estimate reliability on each test. The 26 tests were sorted into a high item difficulty variability group and a low item difficulty variability group, and the magnitude of differences in KR20 and KR21 reliability coefficients were compared for the two groups. The difference in KR20 and KR21 reliability coefficients was significantly greater when the range of item difficulty values was .30 or more. Nevertheless, KR21 was a good estimate of KR20 when the range of item difficulty was relatively narrow. Implications for test selection are suggested. When KR21 has been used to estimate a test's reliability, the user should note that the test has a lower bound of internal consistency reliability, particularly when the item difficulty range is great. (Author/GDC)

ED 141 412 95 TM 006 384

Harnischfeger, Annegret Wiley, David E.

The Decline of Achievement Test Scores: Evidence, Causes and Consequences.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-59

Pub Date Feb 77

Contract—400-75-0015

Note—7p.; For related document, see ED 120 263.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement Tests, *Educational Trends, Elementary Secondary Education, Standardized Tests, Testing Problems, *Test Results

Identifiers—*Test Score Decline

The results of an investigation of the evidences, causes, and consequences of the decline of achievement test scores are discussed. First, data from ten different standardized achievement test batteries were reviewed to determine whether or not achievement test scores actually have been declining since the mid sixties. Second, changes in the achievement tests and test takers were examined to determine if they could be judged as causes for the decline. Third, societal and school changes, especially those in curriculum, were examined as possible causes for the decline. Finally, the authors determined that there was no single cause of declining achievement test scores and that the assessment of causes was hampered by complex school and social factors. Suggestions for further action and a bibliography are included. (MV)

ED 141 413 TM 006 393

Beatty, Brandon Marsh, Herbert W.

Students' Evaluations of Instructional Effectiveness: Research and a Survey Instrument.

Pub Date May 74

Note—45p.

Available from—Not available in hard copy due to marginal legibility of original appendices

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Rating Scales, College Students, *College Teachers, *Effective Teaching, *Factor Analysis, Factor Structure, Higher Education, Item Analysis, *Student Evaluation of Teacher Performance, Teaching Quality, *Test Construction, Test Reliability, Test Selection, Test Validity

A set of 65 evaluation questions was compiled from published instruments. A total of 200 undergraduate students rated both their best and worst teacher from the previous term. Each of the set of 65 items was rated twice for the best teacher and twice for the worst teacher, with order randomized. Factor analysis of ratings of the Best Teachers, the Worst Teachers, and the combined data resulted in similar factor structures. Seven evaluation factors were identified: Breadth of Coverage, Organization/Clarity, Interest/Dynamic, Difficulty, Learning/Value, Individual Contact and Interaction/Discussion. Reliability of individual items was determined by correlating student responses to the same item for the same instructor. Coefficients for the combined data varied between .61 and .97 with a median of .88. There were highly significant differences between mean ratings of Best Teachers and Worst Teachers on all items except those related to Difficulty. The clearest differentiation was for items from the Learning/Value and Interest/Dynamic factors. Students were also asked to select the items which were "most important" in describing the course or instructor. Items from the Interest/Dynamic and Learning/Value factors were selected most often. In general there was a strong correspondence between an item's ability to discriminate between Best and Worst Teachers and its selection as being most important. Based upon criteria discussed, a student evaluation instrument is recommended and its development is described. The rating scale is enclosed. (Author/EVH)

ED 141 414 TM 006 395

Kelsey, John W. Dobson, William R.
On Selecting Graduate Psychology Students: A Tentative Proposal.

Pub Date [77]

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Admission Criteria, *Competitive Selection, Evaluation Criteria, Graduate Students, *Graduate Study, Higher Education, Methods, Predictor Variables, Problems, *Psychology, Talent Identification

A review of current procedures for selecting students for graduate programs in psychology reveals a number of problems due to predictor, criterion, and methodological variables. The idea is advanced that with the multiplicity of procedures used, plus the number of students applying to graduate programs in psychology, the effort on the part of individual selection committees to differentiate students on a number of relevant variables is both time consuming and not sufficiently powerful to be able to make meaningful statements about each applicant's relative potential. A tentative proposal to establish a centralized registry of psychology graduate students is made. A centralized registry might be more efficient and economical and also would establish a research data pool which could provide a more reliable means for identifying and matriculating graduate students who will make significant contributions to psychology. (Author/EVH)

ED 141 415 TM 006 405

Product Evaluation of the Senior High School Reading Laboratory Programs, 1975-76.

Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.

Pub Date Apr 77

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accelerated Programs, Achievement Gains, *Program Evaluation, Reading Achievement, *Reading Centers, Reading Comprehension, *Reading Improvement, *Reading Instruction, *Reading Skills, Remedial Instruction, Secondary Education, Secondary School Students, Small Group Instruction

Identifiers—*Dade County Florida Public Schools, Florida (Dade County), High Intensity Learning Centers

During the 1974-75 school year, reading laboratories were established in Dade County, Florida senior high schools as an approach to the remediation, development, or acceleration of the reading skills of senior high school pupils. This evaluation sought to determine the reading program's potential for improving the reading skills of senior high school pupils. Another goal was to relate differing program strategies to the achievement outcomes realized by pupils in various programs. Pre- and posttest reading achievement scores were compared with grade level, school lo-

cation, and instructional approaches. Although the program is not generally producing gains sufficient to transform deficient skills into average or better skills, the laboratories have shown sufficient promise of affecting reading abilities—particularly comprehension—that their continued usage is recommended. The comparison of pre- and posttest scores of laboratory participants in the reading skill areas of comprehension, vocabulary, syllabication, sound discrimination, and blending were indicative of program impact. Significant gains were realized on various subtests at all grade levels. More statistically significant gains were realized in grades nine and ten than in grades eleven and twelve. (Author/MV)

ED 141 416 TM 006 406

Evaluation of the Area Student Services Program, 1976-77.

Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.

Pub Date Apr 77

Note—114p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Bilingualism, *Counselor Evaluation, Counselors, Diagnostic Tests, Elementary Secondary Education, Guidance Personnel, *Guidance Services, Home Visits, Problems, *Program Evaluation, Psychological Evaluation, *Psychological Services, Questionnaires, *School Psychologists, *School Social Workers, Student Records

Identifiers—*Dade County Florida Public Schools, Florida (Dade County)

The Dade County Florida Public Schools Area Student Services Program provides a variety of guidance and psychological support services to students, parents and schools. An evaluation of the services provided by school psychologists and visiting teachers revealed that there were few, if any, problems for psychological services brought about by bilingualism in the district. However, several problem areas were identified. School psychologists were unable to provide adequate services within acceptable time limits. Too much emphasis had been placed on diagnostic testing while counseling and consulting activities seemed to be less emphasized, but needed more. Standard referral procedures were not followed closely, resulting in incomplete case files. Also, information provided to teachers following psychological evaluations of students needs to be more relevant and useful. Work environments need to be improved for school psychologists. Similar problems were associated with the visiting teacher programs. Possible solutions were offered for each problem area. (EVH)

ED 141 417 TM 006 414

Harris, Dale B. Pinder, Glenn D.

Goodenough-Harris Test Estimates of Intellectual Maturity of Youths 12-17 Years: Demographic and Socioeconomic Factors.

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—DHEW-HRA-77-1641; VHS-S-11-159

Pub Date Apr 77

Note—52p.; For related document, see ED 095 209

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 20.6209:11/159, Stock Number 241-180:10, no price available)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, *Adolescents, Age Differences, Correlation, *Demography, Educational Background, Elementary Secondary Education, Family Income, Geographic Regions, *Group Intelligence Tests, *Intelligence Differences, Parental Background, Population Growth, Racial Differences, Scores, Sex Differences, *Social Differences, Socioeconomic Background, Statistical Data, Student Characteristics

Identifiers—*Goodenough-Harris Drawing Test, *Health Examination Survey

The results of a modified version of the Goodenough-Harris Drawing Test are presented in relation to selected demographic and socioeconomic factors as they affect youths aged 12-17 years in the noninstitutionalized population of the United States. Findings are based on data gathered on a sample of 6,768 adolescents who participated in the Health Examination Survey of 1966-70. A consistent positive relationship was found between the level of parental education

and the adolescents' test scores. An equally consistent positive association was observed between scores and family income. When either of these factors was held constant, the effect of the other persisted. Differences related to factors other than family income and parental education were negligible. The data did not reveal any significant data on differences among geographic regions, between urban and rural areas, or among racial groups which are not largely ascribable to socioeconomic status. Location of household with respect to city or suburbs was not significant, but rate of population change in the area of residence was associated with some small difference in performance. Differences in test performance—associated with school-related variables and academic achievement—were considerably smaller than those observed for reading and arithmetic tests. In general, the test functioned as a general ability measure in the earlier years of adolescence, but after about age 15 it discriminated only in the lower reaches of the ability distribution. (Author/EVH)

ED 141 418 TM 006 415

Doucette, John St. Pierre, Robert

Anchor Test Study: School, Classroom, and Pupil Correlates of Fifth-Grade Reading Achievement.

Abt Associates, Inc. Cambridge, Mass.; Westat Research, Inc., Rockville, Md.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; Westat Research, Inc., Rockville, Md.

Report No.—NCES-77-123

Pub Date 77

Contract—300-76-0016

Note—232p.; For related documents, see ED 092 601, 602, 604, 608, 609, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 625, 626, 629, 630, 631, 632, 633, and 634; Best copy available

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Ability Grouping, Class Size, *Correlation, Elementary Education, Elementary Schools, Elementary School Students, *Grade 5, Minority Group Children, Private Schools, Public Schools, *Reading Achievement, *Reading Tests, Research Methodology, Socioeconomic Status, Spanish Speaking, Statistical Analysis, *Student Characteristics, Test Results

Identifiers—*Anchor Test Study, Metropolitan Achievement Tests

Data collected during the Anchor Test Study norming phase were used to investigate substantive relationships between reading achievement and school, classroom, and pupil variables. School characteristics, such as location, public or private, socioeconomic level, and percentage minority enrollment, were found to be related to achievement in reading as measured by the Metropolitan Achievement Tests. Reported IQ, race or ethnicity, primary language, and the diagnosis of a reading problem were significant correlates of reading achievement. Ability grouping and class size, the classroom variables studied, were not related to reading proficiency. The interrelationships among selected pupil and school characteristics were analyzed in addition to the univariate relationships of pupil variables to reading achievement. An overview of the Anchor Test Study and detailed descriptions of the methodologies used in the present study are provided. (EVH)

ED 141 419 95 TM 006 416

Karweit, Nancy

Issues in the Measurement of Contextual Effects: Homogeneity of Associations and Multiple Reference Populations.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—JHU-CSSOS-224

Pub Date Feb 77

Contract—NE-C-00-3-0114

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Friendship, Group Membership, *Group Relations, *High School Students, Peer Groups, *Peer Relationship, Research Design, *Research Methodology, Research Problems, School Environment, Secondary Education, Social Systems, Student Characteristics

Identifiers—*Contextual Analysis, *Reference Groups

An argument is made against the use of school averages as composition measures by documenting the non-random nature of peer associations and by presenting evidence that different students are influenced by different reference groups. The structure of friendship associations among some 20,000 students in the McDill Twenty High School Sample is examined to illustrate the sources of homogeneity among high school acquaintances. These data are then examined to show that different students in schools are influenced by different reference groups that are visible and meaningful to them. The study concludes that school averages are insufficient and substantively weak measures of how individual students experience their school situation. (Author/EVH)

ED 141 420 TM 006 418
Alley, William E. Gibson, Terry A.

Predicting Success in the AFROTC Scholarship Program. Final Report, January 1976-January 1977.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-77-11

Pub Date Apr 77

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Ability Identification, Aptitude Tests, College Majors, Colleges, College Students, *Competitive Selection, Complexity Level, *Dropout Prevention, Flight Training, Higher Education, Military Personnel, Military Training, Predictive Validity, *Predictor Variables, *Scholarships, Student Ability, *Success Factors, Tests, Universities

Identifiers—Air Force Officer Qualifying Test, *Air Force Reserve Officers Training Corps

Research was conducted to improve applicant selection procedures in the Air Force Reserve Officers' Training Corps (AFROTC) scholarship program. The objectives were to document predictive relationships, if any, between student aptitude measures, academic major, institutional selectivity, and eventual completion of the scholarship program. The analysis included records of student performance for all AFROTC participants during FY 71 through FY 75 (N = 23,000). Results indicated that success in the program could be forecast with prior knowledge of: (a) applicant scores on the Air Force Officer Qualifying Test (AFOQT)-OQ composite and (b) the intended academic major (science and engineering versus other). A significant degree of predictive accuracy was achieved for each of the 4-year, 3-year, and 2-year programs. The effects of additional information based on the AFOQT (Pilot and Navigator composites) and institutional selectivity was found to be non-essential for predicting ROTC training outcomes although the usefulness of the rated training composites was again documented for undergraduate pilot and navigator training. Specifications were discussed to developing a dual selection system appropriate for both pre- and post-entry training programs. The implementation of such a system could result in considerable savings given the high costs of attrition typically associated with these programs. (Author)

UD

ED 141 421 UD 016 687

Social Factors in Educational Attainment Among Puerto Ricans in U.S. Metropolitan Areas, 1970. The First in a Series of Reports on Puerto Ricans and Education.

Aspira, Inc., New York, N.Y.

Pub Date Sep 76

Note—66p.; Tables may be marginally legible due to small print of the original document

Available from—Aspira of America, Inc., 22 East 54th Street, New York, N.Y. 10022 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Critical Path Method, Dropout Rate, *Dropout Research, Economic Factors, Educational Background, Educational Development, *Educational Discrimination, Educational Trends, *Grade Repetition, Metropolitan Areas, *Puer-

to Ricans, *Social Factors, Spanish Speaking, Urban Areas

This report identifies and analyzes forces in the schooling process that create delays in completions, that limit attainment, that foster the drop out rate and that reduce chances for higher education among Puerto Ricans in metropolitan areas in the U.S., as revealed by statistics from the 1970 census. In this study, an explanatory set of social and economic variables were related to educational measures for preparing and evaluating influences stemming from the school system, the Puerto Rican community and the parents. Multivariate correlations and the use of path analysis provided a basis for conclusions, as well as observations, regarding patterns of variation among the eleven metropolitan areas selected for intensive research. The findings showed that as of 1970 little or no progress had taken place in the schooling of Puerto Rican young adults when compared with the parent generation's school attainment and the attainment of other minority groups. Nationally, about 60% of Puerto Rican youth enumerated in the 1970 Census had left the educational system before high school graduation. An additional 25% graduated, but with some delay in the usual schedule for completion, indicating problems even when school was successfully completed. In varying degrees the delay/drop out pattern was found in nine out of the eleven metropolitan areas, some of which represent more than a single city. It was concluded that some of the social factors identified as influences on school problems could be modified by short-term changes in organization, but others would require redirection in the social structure that has ascribed to Puerto Ricans a minority and dependent role in the internal colonial system. (Author/AM)

ED 141 422 UD 016 794

The Life, Influence and the Role of the Chinese in the United States, 1776-1960. Proceedings of the National Conference Held at the University of San Francisco July 10, 11, 12, 1975.

Chinese Historical Society of America, San Francisco, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 10 Jul 75

Note—376p.; Proceedings of the National Conference at the Chinese Historical Society of America (San Francisco, Calif.) July 10-12, 1975; Parts may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Asian Americans, *Chinese Americans, Chinese Culture, Conference Reports, Conflict, Cultural Factors, Curriculum Development, Economic Factors, *Females, *Historical Reviews, Immigrants, *Minority Role, Race Relations, Social Discrimination, Textbook Bias

Identifiers—California (Fresno), California (San Francisco), California (Santa Cruz), Hawaii, Nevada, Washington (Seattle)

This volume contains the proceedings and the papers of the first national conference on the life, influence, and the role of the Chinese in the U.S. The proceedings include papers, films, slide presentations, and addresses. Among the topics covered by the papers presented are the following: (1) contributions of Chinese art to Fresno culture, (2) the Cantonese opera, (3) conflict and contact between the Chinese and indigenous communities in San Francisco, (4) Chinese Americans in politics, (5) the influence of the Chinese on United States history, (6) textbook bias, (7) the origins of Chinese immigration in the U.S., (8) discrimination against the Chinese in the U.S., (9) the role of Chinese women in the West, (10) an economic profile of Chinese Americans, (11) federal funds for Chinese American projects, (12) opportunities in professional education for Chinese Americans, and (13) a description of a curriculum kit for understanding Chinese Americans. (Author/AM)

ED 141 423 UD 016 899

Dodson, Jualynne And Others

Black Stylization and Implications for Child Welfare. Final Report.

Atlanta Univ., Ga. School of Social Work.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 31 May 75

Grant—OCD-CB-422(C2)

Note—161p.; Not available in hard copy due to the marginal legibility of the original document
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Patterns, *Black Culture, Blacks, Black Studies, Child Care Workers, *Child Welfare, Cross Cultural Training, *Cultural Awareness, Dance, Elementary Secondary Education, Evaluation Methods, Food, Grade 4, Grade 10, *Language Patterns, Language Styles, *Music, Religious Factors, Social Values, Socioeconomic Status

Identifiers—*Georgia (Atlanta), Multicultural Education

This three year exploratory research study investigated the cultural behaviors of Afro-Americans. Results of the study include: 1) A set of historical data on the continuous existence of cultural behaviors by Afro-Americans in the areas of music, language, food and dance. 2) A set of empirical data which explores contemporary expressions of Afro-American culture among 180 black boys and girls living in the Atlanta, Georgia area. 3) A research instrument which initiates the process of identifying normative expressive behavior for Afro-American sub-culture. 4) A position paper which begins the theoretical exploration for a more valid index of socioeconomic influence upon Afro-American behavior. 5) A set of evaluative data on the presence of multi-cultural perspective in 25 selected child welfare programs in the state of Georgia. 6) An evaluative instrument which can begin the process of assessing culturally plural programmatic content in child welfare agencies. 7) Eighty (80) formal dissemination contacts with groups and individuals in the state of Georgia and other areas of the U.S. Among the substantive results of the study were an indication that an Afro-American culture based on the culture of West African peoples was identified in the cultural expressions of black students. Also the evaluation of the child welfare programs indicated a failure by Georgia's child-oriented programs to consciously address Afro-American culture in their delivery of services. Numerous tables, an extended bibliography, questionnaires and interviews and evaluations developed for this study are included. (Author/JP)

ED 141 424 UD 016 918

Oster, Sharon And Others

A Review of the Definition and Measurement of Poverty: Volume I, Summary Review Paper; Volume II, Annotated Bibliography. The Measure of Poverty, Technical Paper III.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 23 Jul 76

Note—712p.; For related documents, see UD 016 919-929 and UD 017 087

Available from—Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare 200 Independence Avenue, S.W., Room 443D-South Portal Building, Washington, D.C. 20201

EDRS Price MF-\$1.33 HC-\$38.17 Plus Postage.

Descriptors—*Annotated Bibliographies, *Definitions, Family Structure, *Historical Reviews, *Literature Reviews, Low Income, Low Income Groups, Measurement, Measurement Goals, *Poverty Research, Social Factors, *State of the Art Reviews

This study reviews the existing literature on a series of issues associated with the definition and measurement of poverty, and it consists of a summary report covering this research (Volume I), and an annotated bibliography (Volume II). Eleven specific issues were identified and reviewed in this study: (1) the historical definitions of poverty, (2) the use of index numbers in the measurement of poverty, (3) family size and composition adjustments on measures of poverty, (4) geographical variation in public service provision by type of service, (5) regional income differences, (6) wealth and assets and consumption as measures of poverty, (7) poverty standards and the consumption of leisure, (8) determinants of the turn-over rates of poor families, (9) social and economic proxies for poverty, (10) social indicators of poverty, and (11) state administrative definitions of poverty. In developing the annotated bibliography and summary report, an exhaustive literature search was conducted. The literature is primarily drawn from the disciplines of economics, sociology, and political science.

Unpublished working papers and doctoral dissertations from several major universities were also reviewed, as well as a number of relevant government documents. The literature review showed that poverty definitions currently used by states in administering their poverty programs is inadequate, since very little research has been done in this area. (Author/AM)

ED 141 425

UD 016 919

Grob, George And Others

Administrative and Legislative Uses of the Terms "Poverty," "Low Income," and other Related Items. The Measure of Poverty, Technical Paper II.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 1 Sep 76

Note—138p.; For related documents, see UD 016 918-929 and UD 017 087; Best copy available

Available from—Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, 200 Independence Avenue, S.W., Room 443D-South Portal Building, Washington, D.C. 20201

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Definitions, Federal Programs, *Government Role, *Guidelines, *Low Income, *Low Income Groups, *Poverty Programs, *Poverty Research, Program Content

This paper is a compilation of the major federal, legislative, administrative and statistical uses of the terms poverty, low income, and related expressions. The first section summarizes the most commonly used definitions of poverty. These are: (1) the official statistical poverty definition, (2) program eligibility guidelines of the Community Services Administration, (3) public assistance or independent eligibility in other welfare program guidelines, and (4) general types of poverty guidelines such as (a) a single dollar amount for all families, (b) higher percentages of the official Federal or Community Services Administration poverty lines, (c) percentage of median income, and (d) unspecified eligibility criteria. It is noted that some programs use more than one type of definition of poverty. The remainder of the paper is organized by department or agency and describes, for each, the major poverty-related programs and their administrative guidelines and legislative usages. This paper does not list all programs which significantly benefit the poor, but only those that make use of poverty terminology. (Author/AM)

ED 141 426

UD 016 920

King, Jill

The Consumer Price Index. The Measure of Poverty, Technical Paper V.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 28 Oct 76

Note—38p.; For related documents, see UD 016 918-929 and UD 017 087; Best copy available

Available from—Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, 200 Independence Avenue, S.W., Room 443D-South Portal Building, Washington, D.C. 20201

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cost Indexes, Economic Research, *Historical Reviews, Low Income, *Low Income Groups, Measurement Goals, *Measurement Instruments, *Measurement Techniques, Poverty Programs, *Poverty Research

Identifiers—*Consumer Price Index

This paper provides a general description of the Consumer Price Index, giving special attention to the applicability and reliability of this survey data for revising or refining the current poverty measure. The Consumer Price Index (CPI), published monthly by the Bureau of Labor Statistics, is a statistical measure of the average change in prices of goods and services purchased by urban wage and clerical workers. The first section of this technical paper describes the construction of the current index, which is based on revisions introduced in January of 1964. A description of another set of revisions implemented in the Spring of 1977 is reviewed in the second section. The empirical evidence relating to the sensitivity of a price index to the expenditure patterns of groups of consumers other than urban wage and clerical workers, in particular low income consumers, is reviewed in the next

section. The final section of this paper considers the advantages and disadvantages of developing a price index specifically targeted to the poor. The conclusion reached is that at this point the high cost of the construction of a price index for the poor outweighs its apparent usefulness, and a recommendation for a price index for the poor cannot be made. (Author/AM)

ED 141 427

UD 016 921

Peskin, Janice

In-Kind Income and the Measurement of Poverty.

The Measure of Poverty, Technical Paper VII. Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 6 Oct 76

Note—91p.; For related documents, see UD 016 918-929 and UD 017 087; Best copy available

Available from—Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education, and Welfare, 200 Independence Avenue, S.W., Room 443D-South Portal Building, Washington, D.C. 20201

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Conceptual Schemes, *Income, Low Income Groups, *Measurement, *Measurement Techniques, Models, Poverty Programs, *Poverty Research, Public Housing

Identifiers—Food Stamps, *In Kind Income, Medicaid, Medicare

This technical paper summarizes what is known about the receipt of in-kind income; that is, benefits that take a non-cash form. These benefits may be provided by the government (food stamps, Medicare, etc.), or the private sector (health insurance, free housing, etc.). The problem addressed in the paper is the development of a theoretically acceptable, yet empirically implementable, methodology for converting in-kind income into its equivalent cash income from the perspective of the direct recipient. The conversion depends on the preferences of individual recipients and on the precise parameters of the in-kind subsidy. The paper focuses on four types of in-kind benefits (food stamps, public housing, Medicaid, and Medicare) since data on other types of in-kind benefits are sparse. For these four types, impacts across families and across states are sizeable. The paper also discusses how to value the increase in income from in-kind subsidies and it shows how individual recipients may be affected differently by the receipt of in-kind income. Some of the findings include the following: (1) in-kind income makes many persons and families better off, though they may not be better off to the full extent of the provider outlays on the in-kind goods; (2) in order for in-kind income to be treated consistently with cash income the provider cost of in-kind subsidies must be reduced to its cash equivalent value to recipient families; (3) empirical findings show the cash equivalent value of various in-kind subsidies to be significantly below government cost, and (4) the average cash equivalent values will vary sharply across families by income level, family size, and other demographic characteristics. (Author/AM)

ED 141 428

UD 016 922

King, Jill

The 1972-73 Consumer Expenditure Survey. The Measure of Poverty, Technical Paper VIII.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 76

Note—30p.; For related documents, see UD 016 918-929 and UD 017 087; Best copy available

Available from—Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, 200 Independence Avenue, S.W., Room 443 D-South Portal Building, Washington, D.C. 20201

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavior Patterns, *Census Figures, *Consumer Economics, Food, *Income, *Measurement Techniques, *National Surveys, Poverty Programs, *Poverty Research

This technical paper describes the latest consumer expenditure survey for the period of 1972 to 1974. The survey is a comprehensive source of detailed information on the expenditure patterns and savings behavior of American consumers in relation to their income and other characteristics. The first part of the paper describes the most

recent survey, its sample design, questionnaire content, and general limitations. Section 2 reviews the major uses of data provided by the survey. The discussion focuses on the survey's usefulness for deriving measures of poverty, indicating both strengths and weaknesses. The basic conclusion is that, while the data collected in the survey are ideal in most respects for construction of alternative poverty measures, for both needs and income the sample size is not large enough to support meaningful analysis of breakdowns cross-classified by income, family size, geographic location, and Standard Metropolitan Statistical Areas of residence. Section 3 discusses the preliminary results of the survey in terms of changes in basic spending patterns for food that have occurred since the last survey. (Author/AM)

ED 141 429

UD 016 923

Citro, Connie And Others

Inventory of Federal Data Bases Related to the Measurement of Poverty. The Measure of Poverty, Technical Paper IX.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 76

Note—236p.; For related documents, see UD 016 918-929 and UD 017 087; Best copy available

Available from—Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, 200 Independence Avenue, S.W., Room 443D-South Portal Building, Washington, D.C. 20201

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Computers, *Data Bases, Data Processing, *Federal Government, *Information Storage, Low Income, Poverty Programs, *Poverty Research

Identifiers—Bureau of Economic Analysis, Bureau of the Census, Department of Agriculture, Department of Commerce, Department of Health Education and Welfare, Department of Housing and Urban Development, Department of Labor, Department of Transportation

This technical paper provides an inventory of Federal data bases that are related to the definition and measurement of poverty. An attempt was made to make the inventory as complete as possible. The report is in two parts: Part A covers the Departments of Agriculture, Health, Education, and Welfare; Housing and Urban Development; Labor; and Transportation. Data bases from these departments are described. Listings of public use computerized microdata files prepared from data bases are also provided. Where no public use data files have been prepared, this fact is noted. Coverage is limited to Federal data bases, including, however, files prepared under contract by outside organizations. Part B covers the extensive data bases of the Bureau of the Census. Here the focus is on the major programs directed by this Bureau. Each program is defined, its geographic coverage is reported, and data items and resulting media availability are discussed. In all cases, source references for additional information are given. In addition to the Bureau of the Census, a brief description of the Bureau of Economic Analysis in the Department of Commerce is included. (Author/AM)

ED 141 430

UD 016 924

McNeil, Jack And Others

Effect of Using a Poverty Definition Based on Household Income. The Measure of Poverty, Technical Paper X.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 16 Nov 76

Note—15p.; For related documents, see UD 016 918-929 and UD 017 087; Best copy available

Available from—Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, 200 Independence Avenue, S.W., Room 443D-South Portal Building, Washington, D.C. 20201

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Definitions, *Family Characteristics, *Family Structure, Income, Low Income, *Low Income Groups, *Poverty Research

This technical report describes the impact that a definition of poverty based on the household unit, instead of on the currently used family unit, would have on the status of unrelated individuals and on the status of those family members who

live in a household in which unrelated individuals are present. This information is based on a special tabulation of the March 1975 Current Population file which shows the poverty status of unrelated individuals based on (1) the current official definition of poverty, and (2) a definition of poverty in which a household concept was used in place of the family concept. For those unrelated individuals who live with a family, the tabulations also show the official poverty status of the family. It is shown that the change to a household-based concept would not affect the poverty status of persons who live alone or persons who live only with relatives, but it would affect the poverty count among unrelated individuals who do not live alone and among family members who live in a residence in which unrelated individuals are present. A definite statement on the relative merits of the household over the family concept cannot yet be made. The issue depends upon the economic relationship between or among household members. The addition of questions to the Current Population Survey which would allow tabulation of data for non-family spending units is a possible solution. The spending unit concept is subject to some ambiguity, however, because persons may share some basic expenses and not others. In the absence of spending unit information, it would be useful to periodically publish poverty counts based on the household concept. (Author/AM)

ED 141 431 UD 016 925

Peterkin, Betty

Food Plans for Poverty Measurement. The Measure of Poverty, Technical Paper XII.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 15 Nov 76

Note—159p.; For related documents, see UD 016 918-929 and UD 017 087; Best copy available Available from—Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, 200 Independence Avenue, S.W. Room 443D-South Portal Building, Washington, D.C. 20201

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Dietetics, *Food, *Government Role, Low Income, *Low Income Groups, *Nutrition, Poverty Programs, *Poverty Research

Identifiers—*Department of Agriculture, Family Food Plans, Thrifty Food Plan

The federal government uses various guidelines for identifying the poor for eligibility in public assistance programs and for measuring the economic well being of the population. In 1974, the United States Department of Agriculture revised its existing low-cost, moderate-cost, and liberal food plans and in 1975 replaced the economy food plan with the thrifty plan. These plans incorporated the recommended dietary allowances set in 1974 and food consumption patterns from the 1965-66 Survey of Household Food Consumption, the most recent such survey. This technical report consists of five papers which cover in detail what the food plans are, how they were developed, and how they have been revised. They include: (1) a description of the United States Department of Agriculture Family Food Plans for 1974; (2) a description of the Thrifty Food Plan, which replaced the economy plan in 1975 as the least costly of the food plans; (3) a discussion of the effect of household size on the cost of diets that are nutritionally equivalent, including a description of the economy of scale factors which are used in estimating the cost of food at home for families of different sizes; (4) issues and answers about the Thrifty Food Plan; and (5) a description of food plans, comparable to the Thrifty Plan and the low-cost plan, developed using nutritional criteria that differed from those used for the United States Department of Agriculture plans. (Author/AM)

ED 141 432 UD 016 926

McNeil, Jack

Relative Poverty. The Measure of Poverty, Technical Paper XIII.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 18 Nov 76

Note—22p.; For related documents, see UD 016 918-929 and UD 017 087; Best copy available

Available from—Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, 200 Independence Avenue, S.W., Room 443D-South Portal Building, Washington, D.C. 20201

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Definitions, *Demography, *Income, Low Income, Low Income Groups, *Measurement Goals, *Measurement Techniques, *Poverty Research, Surveys

This paper examines some of the implications, including geographic and residential considerations, of adopting a relative poverty definition which would fix the poverty threshold at some proportion of median income. The major virtues of such a definition are that it is explicitly relative and it is easy to understand and construct. The major flaw is that, in the absence of a major shift in the income distribution, the proportion of persons in poverty would remain constant over time. The evidence in this paper indicates that such a poverty measure would have the effect of identifying as poor a nearly fixed proportion of the population. In the absence of significant shifts in the income distribution, the proportion of the population in poverty would not be lowered by a growth in the average level of real income. Using a definition based on median income would also allow the possibility of introducing inter-area differentials through the use of sub-national medians. However, even though the application of a single national poverty standard causes some inequities, the data suggests that the adoption of a poverty standard based on sub-national medians would create its own inequities. The only realistic way of introducing inter-area differentials into a poverty definition is to develop a survey which will produce acceptable data on inter-area differences in living costs. (Author/AM)

ED 141 433 UD 016 927

Carlin, Thomas And Others

Analytical Support for Cost-of-Living Differentials in the Poverty Threshold. The Measure of Poverty, Technical Paper XV.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 19 Oct 76

Note—55p.; For related documents, see UD 016 918-929 and UD 017 087; Best copy available

Available from—Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, 200 Independence Avenue, S.W., Room 443D-South Portal Building, Washington, D.C. 20201

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Clothing, *Consumer Economics, *Cost Indexes, Costs, *Definitions, Food, Housing, Income, Low Income, *Low Income Groups, *Poverty Research

Identifiers—*Cost of Living

In this report, all readily available federal consumption data (as of July 1975) are analyzed for differences in the costs of consuming food, clothing, housing and other expenditures using several residential definitions. There were two specific objectives to this study: (1) to analyze the data on the cost of these items for differences among various residential classifications for the U.S., and (2) to determine to what extent the analysis of available information could support differentials in the poverty definition based on residence. Two approaches were used in this analysis. The first involved exploring available data from a variety of sources to obtain insights into variations in the living cost. This survey approach concentrated on data made available since the 1960-61 Consumer Expenditure Survey, the most recent readily available nationwide source on expenditure patterns. The second approach explored the possibility of obtaining variations in family living costs by residence using a budgeting technique. It is concluded that there appears to be no strong basis upon which to make a decision concerning residential differentials in a poverty threshold using available consumption data. Although differences in food and housing costs were apparent among various residential classifications, it would be difficult to develop simple residential differentials that would be equitable. The interaction between these two items and other components of the family budget is also unclear. Any decision on cost-of-living differentials would still be arbitrary without better data as a basis for judgment. (Author/AM)

ED 141 434 UD 016 928

Coe, Richard D. And Others

The Sensitivity of the Incidence of Poverty to Different Measures of Income: School-Aged Children and Families. The Measure of Poverty, Technical Paper XVII.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 10 Sep 76

Note—97p.; For related documents, see UD 016 918-929 and UD 017 087; Best copy available

Available from—Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education, and Welfare, 200 Independence Avenue, S.W., Room 443D-South Portal Building, Washington, D.C. 20201

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Children, *Definitions, Demography, *Family (Sociological Unit), Family Characteristics, *Income, Low Income, Low Income Groups, Measurement Goals, Measurement Instruments, *Measurement Techniques, *Poverty Research

This study is a two-part analysis aimed at determining what differences occur in the incidence of poverty when different definitions of income are employed and when the time frame of analysis is changed. The first part of the analysis concentrates on school-aged children, while the second part studies families. The study is based on data from the Survey Research Center's Panel Study of Income Dynamics, for the years 1968-1972. For the analyses of school-aged children, all children in the panel between the ages of 5 and 18 in the spring of 1972 were counted, resulting in a sample of 5,834 children. For the family analysis those families in 1972 which included a male head from 1968, a female head from 1968, or the wife of a male head in 1968 were counted, resulting in a sample size of 4,010 families. In general, adjustments to annual family money income to account for certain costs of receiving income, and for certain non-money components of income, result in little change in the rank ordering in economic status of families and children. The results also show that the incidence of poverty is higher for children than for families, by all measures. Although adjustments to annual money income can change a family's economic position, especially in moving it out of the poverty classification, the time period covered appears to be a more influential factor. A crude assessment of the effects of changing the measure of poverty on the relative number counted as poor in different sub-national areas was attempted. The results are inconclusive. Various policy implications stemming from the results of this study are given. (Author/AM)

ED 141 435 UD 016 929

Brown, Lawrence L. III Miller, Renee

Characteristics of Low-Income Populations Under Alternative Poverty Definitions. The Measure of Poverty, Technical Paper VI.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 1 Oct 76

Note—156p.; For related documents, see UD 016 918-929 and UD 017 087; Best copy available

Available from—Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, 200 Independence Avenue, S.W., Room 443D-South Portal Building, Washington, D.C. 20201

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Blacks, Children, *Definitions, Demography, Fatherless Family, *Individual Characteristics, *Low Income, *Low Income Groups, Measurement Instruments, *Measurement Techniques, Older Adults, Poverty Programs, *Poverty Research

This technical paper examines how different poverty standards can change the statistical description of the low income population. It supplements a chapter in a report submitted to the U.S. Congress in 1976 titled, "The Measure of Poverty". The poverty measure currently used in Title I of the Elementary and Secondary Education Act (the Census Bureau definition of poverty) and alternative poverty definitions which were selected for analysis by the Poverty Studies Task Force are described in this paper. The characteristics of the poverty population in 1974 under the current federal definition and under the vari-

ous alternative poverty definitions are presented based on data from the March 1975 Current Population Survey. In addition, changes over time in the size and composition of poverty populations such as the elderly, female headed families, school aged children, and blacks under the alternative measures are analyzed. A discussion of the impact of the alternative definitions on the geographic distribution of the poor based on the One Percent Sample of the 1970 Census of Population is also included. The effect of the alternative poverty definitions on the number and characteristics of the poor varies the most with two basic changes in the poverty definition: first, large increments in the level of thresholds, and second, elimination of the variations by family size. The subgroups that deviated most from the general pattern noted for the total population of declining poverty rates under the fixed measures and fairly constant poverty rates under the relative measures between 1967 and 1974 were the elderly and persons in families with a female head. (Author/AM)

ED 141 436

UD 016 952

Tupper, Allison

Project Scan: School and Community Project for Abused and Neglected Children. Final Report. Community School District 18, Brooklyn, N.Y. Bureau No—516AH50469
Pub Date Jun 76
Grant—OEG-0-0703542

Note—75p.; Parts may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Agency Role, *Child Abuse, Child Care Centers, Child Rearing, Community Agencies (Public), *Community Health Services, Family Background, Family Life, Family Problems, *Neglected Children, *Parent Child Relationship, Prevention, *School Role, Workshops

Identifiers—Guardianship, New York (Brooklyn), *Socioemotional Measures

This is an examination of the first two years of this school and community project for abused and neglected children. The program was one of three federally funded demonstration projects designed to serve as a guideline for establishing child abuse and child neglect programs on a national scale. The purposes of the program were: early identification of children who manifested symptoms of abuse or neglect, evaluation of the most appropriate methods for prevention of child abuse or neglect, changing parental attitudes towards themselves and their methods of child rearing, and modifying negative behavior in the parent child relationship by working with the family. The program was staffed by a project coordinator, a full and part-time social work supervisor, two caseworkers, a family worker, and nine social work interns. Two hundred twenty-five children were referred to the program by community public agencies, school personnel, and the Bureau of Child Welfare (BCW). Children referred by the BCW were compared on the variables of age and family background to students referred by the community, schools, and public agencies (non-BCW). Program intervention was evaluated by means of two locally developed rating scales, the Socioemotional Rating Scale, which measures change from early to late program intervention for each child, and the Guardian Attitude Scale, which measures the caseworkers' perceptions of change in attitudes of parents or guardians. The results of these measures were analyzed for the BCW and non-BCW groups. The findings indicate that the families of the two groups did not differ in their initial attitude or final attitude, but a larger attitude change was observed for the BCW group. The program staff perceived a small change in attitude among the parents and guardians with whom they worked. The report concluded that the program is making a contribution to the alleviation of both child abuse and neglect through early identification and prevention. Data collection forms, materials distributed at workshops, parent questionnaires, the two rating scales used, and an annotated bibliography are included in the appendix. (Author/JP)

ED 141 437

UD 016 986

Reynolds, Larry J. And Others

Implementing Alternative Schools: Lessons from the Minneapolis Experience. Minneapolis Public Schools, Minn. Southeast Alternatives Program.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Contract—400-76-0005

Note—154p.; For related documents see ED 134 671 and ED 092 433; Some parts may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Alternative Schools, Community Schools, *Decentralized School Design, *Educational Alternatives, *Elementary Secondary Education, *Experimental Schools, Instructional Improvement, Open Education, Parent School Relationship, *School Organization, Ungraded Schools

Identifiers—Minneapolis Public Schools, *Southeast Alternatives

This report is a case study of a federally-funded effort to implement comprehensive change in public education. Specifically, it examined the strategy of the Minneapolis public schools during the past five years to achieve this goal by creating a system of alternative schools, called Southeast Alternatives (SEA). Established as a separate administrative district of the Minneapolis public schools, SEA served as an experiment in decentralized administration, school-community participation in decision-making and parent/student choice among educational programs. The system of alternative schools included four separate school models at the elementary level: a free school, an open school, a continuous progress school, and a contemporary or traditional school. Selected options, based upon the elementary programs, were offered at the secondary level. SEA served approximately 2,500 students and each student had the choice of attending any of the alternative schools. This report focused upon the process through which SEA implemented a system of alternative schools. A description of the process of change was discussed in seven steps: diagnosis, initiation, definition, implementation, monitoring instructional environments, monitoring instruction efforts and stabilizing the program. The evaluation strategies included school-based ethnographies, development and yearly administration of objectives-based tests in reading and mathematics, an affective survey, observations of formal meetings, structured classroom observations, and extensive formal and informal interviews of school and community participants. (Author/JP)

ED 141 438

UD 017 015

Shore, Marietta Saravia

The Content Analysis of 125 Title VII Bilingual Programs Funded in 1969 and 1970.

Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date Dec 74

Grant—OEG-0-70-3464(280)

Note—347p.; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bilingual Education, Bilingualism, Bilingual Students, *Content Analysis, *Educational Objectives, *English (Second Language), Non English Speaking, *Program Content, Success Factors, Tables (Data)

Identifiers—*Elementary Secondary Education Act Title VII, *Process Analysis

The purpose of the research discussed in this final report is to identify and record significant process variables which were judged to be relevant to the attainment of commonly shared objectives for students of the 130 bilingual programs funded in the first two years of Title VII (1969 and 1970) of the Elementary and Secondary Education Act. This research had two objectives: to develop an instrument on which to record each individual program's process variables, and then to describe the variations across projects through a summary of the various strategies which the bilingual programs stated they were following in their second year of operation. This report contains the summary tables and discussion of the characteristics and procedures which the bilingual programs indicated in their documents, and which 46% of the total projects verified they were following in their second year. The format of the results is given in terms of (1) the questions asked, (2) the table giving results, and (3) interpretation of results. In the tables, the second year data of projects funded in both 1969 and 1970 are combined. However, the data from

verified projects are presented separately from the data of unverified projects. There were 58 verified projects and 67 unverified projects. The unverified projects are those which are based only on information for the project documents. The research presented here does not include data on the outcomes related to the processes. The appendices included the following: a bibliography, 1969 and 1970 projects grouped by language, culture and grade, the content analysis schedule for bilingual programs, a draft of the schedule, and the consultants' ratings of assumptions. (Author/AM)

ED 141 439

UD 017 028

Levine, Daniel U. Meyer, Jeanie Keeny

Level and Rate of Desegregation and White Enrollment Decline in a Big City School District.

Pub Date 8 Apr 77

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Black Students, *Boards of Education, *Caucasian Students, Elementary Education, Elementary Schools, Enrollment, *Enrollment Trends, Integration Studies, *Literature Reviews, Racially Balanced Schools, *School Integration, Socioeconomic Status

Identifiers—Coleman Report, *Missouri (Kansas City), Resegregation, White Flight

The literature of white enrollment decline in desegregated schools is described in this report. The controversy over whether or not desegregation accelerates the enrollment decline of whites from central city public school districts is discussed in terms of school integration, black enrollment patterns and trends, resegregation of predominantly black public schools, and white flight to the suburbs. A study on enrollment trends from 1956 to 1974 in the Kansas City, Missouri public school district is reported. This large midwestern district, surrounded by predominantly white smaller districts, has been undergoing a decline in the proportion of white student enrollment. Enrollment data for the district were examined to determine whether the level and rate of desegregation have been associated with declines in white enrollment. The sample for this study consisted of all the 75 schools which served as elementary schools during all or most of the period between 1956 and 1975. The findings of this study indicated that white enrollment decline has tended to accelerate in schools with more than 30 percent black students and/or a rapid increase in the percentage of black students. The report recommended that policymakers be cautious in determining the level and rate of desegregation in large city school districts. (Author/JP)

ED 141 440

UD 017 034

von Euler, Mary

Meeting the Courts' Research Needs.

Pub Date 6 Apr 77

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 6, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Court Cases, Court Litigation, Housing Discrimination, *Integration Litigation, Integration Methods, Racial Discrimination, *Racial Segregation, *Research Needs, *Research Utilization, *Social Science Research, Urban Areas

Identifiers—Milliken v. Bradley, Swann v. Charlotte-Mecklenburg Board of Education

This paper discusses some of the ways in which social science research can be useful to the courts in school desegregation litigation. A discussion of specific legal cases is used to illustrate areas where the courts have needed social science research. Several areas that can be analyzed by social scientists include: (1) housing segregation, (2) state and school officials' actions that may represent intentional school segregation, (3) racial and economic segregation of housing in metropolitan areas, (4) the interdistrict effects of official discrimination, and (5) resegregation. This paper does not reveal all of the many uses and misuses that courts have made of social science evidence. A list of references includes all court cases and acts cited. (Author/AM)

ED 141 441

UD 017 039

Kahn, Paul

Homework Helper Component. Evaluation Period School Year 1974-75.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 75

Note—17p.; New York City Board of Education Function No. 09-59633. Not available in paper copy because of print quality of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*After School Tutoring, *Disadvantaged Youth, Elementary Education, Elementary School Students, High School Students, Individualized Instruction, Junior High School Students, Motivation Techniques, *Private Schools, *Remedial Mathematics, *Remedial Reading, Self Concept

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Homework Helpers, *New York (New York)

This evaluation report is a description of Homework Helpers, a program funded under the Elementary Secondary Education Act, Title I in nine non-public schools with disadvantaged youngsters. The two purposes of the program were to improve the competency of the students in reading and mathematics skills, and increase student motivation and interest by developing positive attitudes toward self and school. Two hundred sixty students in grades two through eight were recommended by Title I specialists in consultation with principals, teachers, parents and pupils to receive additional help in reading and mathematics. The project was conducted after school hours, two hours daily, four days per week. High school tutors were instructed to encourage pupil self-confidence and to provide a warm climate in which the students could perform freely. A student questionnaire consisting of twelve items explored attitudes toward school, self, tutors, reading, and mathematics. The questionnaire was given to the students twice as a pre- and post-evaluation. The results indicated that the students demonstrated considerable improvements in attitude toward self and school by the end of the program. The students reading and mathematics skills improved and were reflected in higher grade levels in those subjects. A copy of the questionnaire used in the program evaluation is included in the appendix. (JP)

ED 141 442 UD 017 040

Kahn, Paul

Handicapped Children Component: Remedial Services, Non-Public Schools. School Year 1974-75. New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 75

Note—23p.; New York City Board of Education Function No. 09-59632. Not available in paper copy because of marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Ancillary Services, Art Activities, Elementary Schools, *Exceptional Students, Individualized Instruction, *Language Skills, *Learning Disabilities, Primary Education, *Private Schools, Reading Improvement, *Remedial Reading, Self Concept, Speech Therapy

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York (New York)

This evaluation report is a description of a project organized to meet the special needs of youngsters who exhibit a wide diversity of deficits that included mental retardation, brain damage, emotional disturbance, learning disability, and deafness. The purpose of the project was to improve the reading and language skills of eligible pupils. Three hundred exceptional pupils from fifteen non-public schools participated in the program. Pupils were selected for the program on the basis of residential area and educational disadvantage. Reading was taught to individual pupils either developmentally or remedially with emphasis on readiness, word attack, and comprehension skills. Speech therapy was clinically-oriented to offset individual speech problems and related language difficulties. The art component focused on a creative and motivational approach to meet reading and communication deficits. Psychological and social work services were designed to promote optimal adjustment in order to make language instruction more meaningful. The Peabody Individual Achievement Test and Photo Articulation Test were used to assess reading improvement. The report concluded that a

mean gain of 11.5 months was attained by the pupils in nine months. The self concept and art-related questionnaire forms are included in the appendix. (Author/JP)

ED 141 443 UD 017 044

Yates, Douglas

Political Innovation and Institution-Building: The Experience of Decentralization Experiments.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Report No.—W3-41

Pub Date [77]

Note—70p.

Available from—Institution for Social and Policy Studies, Yale University, 111 Prospect Street, New Haven, Conn. 06520

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Citizen Participation, City Government, Community Development, Community Involvement, *Decentralization, Government Role, *Innovation, Local Government, *Neighborhood, *Organizational Change, Politics, *Power Structure, Public Policy, *Urban Areas

The purpose of this paper is to resolve what determines the success or failure of innovations in participatory government; and, more precisely what are the dynamics of institution-building by which the ideas of participation and decentralization are implemented and enduring neighborhood institutions are established. To answer these questions, a number of decentralization experiments were examined to determine which organization structures, social conditions, and political arrangements are most conducive to successful innovation and institution-building. This inquiry has several theoretical implications: (1) it examines the nature and utility of political resources available to ordinary citizens seeking to influence their government; (2) it comments on the process of innovation (3) the inquiry addresses the problem of political development, at least as it exists in urban neighborhoods; and (4) it seeks to lay the groundwork for a theory of neighborhood problem-solving and a strategy of neighborhood development. (Author/JM)

ED 141 444 UD 017 047

Wargo, Michael J.

Those Elusive Components that Contribute to the Success of Compensatory Education Projects.

Pub Date 4 Apr 77

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Compensatory Education Programs, Educationally Disadvantaged, Educational Policy, Formal Criticism, Historical Reviews, *Literature Reviews, Policy Formation, Program Descriptions, *Program Effectiveness, Program Evaluation, *Research Methodology, *Research Problems, *Success Factors

This paper traces the history of a series of early studies designed to identify and document unusually successful compensatory education projects. One of the major characteristics of the early studies is that they were based upon review and analysis of existing literature. Although they used similar data bases they varied considerably in methodology. Even the best of them would today be characterized as methodologically primitive. The studies were conducted between 1965 and 1972 and focused on activities such as actual identification of successful compensatory education projects, analyses of the characteristics of successful programs, identification of project components that differentiated successful from unsuccessful projects, follow-up of previously identified successes, and analysis of interstudy agreement. Most of the studies included project identification and analyses of successful program characteristic phases. Several studies focused on the analysis of previously identified successful programs. Only one study attempted to determine if successful programs maintain their status over a period of years. These early studies had important policy implications for federal and state education agencies. They indicated that local compensatory education projects tended to conduct relatively unsophisticated self evaluations or none at all. Another finding of these early studies was that successful projects were not replicated at other unrelated sites. (Author/AM)

ED 141 445 UD 017 048

Womble, Melodie L.

Summer Recess: Does it Make a Difference on Title I Student Achievement?

Pub Date [77]

Note—19p.; Not available in paper copy because of print quality of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Elementary Education, *Grade 4, *Grade 8, Junior High Schools, *Mathematics, *Reading Programs, Summer Programs, *Summer Schools

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

A random sample of fourth and eighth grade Title I students who either did or did not attend summer school was tested to determine what effect the Title I summer school program had on student achievement and summer loss in reading and mathematics. Academic achievement was assessed by the Stanford Achievement Tests. The results indicated summer school did not make a difference in Title I student performance for these grade levels. Most differences between the two groups were nonexistent by the end of September. Students not attending summer school usually gained more or lost less than students attending summer school. The necessity of a summer Title I academic program is questionable. (Author/JP)

ED 141 446 UD 017 049

Applebaum, Wayne R. Adkins, Deberie Gomez

Teacher Attitudes Towards Compensatory Education Programs in the Dallas Independent School District.

Pub Date 77

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Compensatory Education Programs, *Elementary Education, Elementary School Teachers, *Grade 1, *Grade 2, *Grade 3, *Teacher Attitudes, Teacher Morale, Teacher Orientation, Teacher Role, Teaching Styles

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Texas (Dallas)

The purpose of this study was to determine the attitudes of teachers towards innovative compensatory educational programs which they were required to implement in their classrooms. Twenty-five first, second, and third grade teachers were surveyed. Every teacher was required to teach at least three compensatory programs in reading, science, and mathematics in addition to the regular curricula. Teachers responded to a questionnaire relevant to teacher concerns about new programs in areas of management, degree of personal involvement, and program impact on students. The findings of the study indicated that teachers were seldom asked about their desire to use these programs. Teachers had limited knowledge of compensatory programs. Teachers wanted to interact and learn more about compensatory programs. Teachers lacked confidence in these programs. Finally, teachers were interested in modifying instructional approaches; however, they were not interested in collaborating with others to disseminate the programs. (Author/JP)

ED 141 447 UD 017 053

Smith, M. Estelle

The Case of the Disappearing Ethnic.

Pub Date 77

Note—24p.; Paper presented at the Annual Meeting of the Southern Anthropological Society (Miami, Fla., 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Acculturation, *Case Studies, Cultural Factors, Economic Factors, *Ethnic Groups, Ethnic Stereotypes, Ethnology, Field Studies, Immigrants, *Intergroup Relations, *Portuguese Americans, Social Attitudes, *Social Discrimination

Identifiers—*New England

Beginning in the 1870's mill owners in Texton, a New England industrial town of approximately 100,000 people, recruited Portuguese labor. From then until 1920 many Portuguese emigrated to Texton. From 1920-1960 the immigration of Portuguese into America slowed as the result of the declining labor market, the war, and restrictive

laws. Following the Immigration Act of 1965, Portuguese immigration took a dramatic jump upwards. This flood of unskilled, primarily rural Portuguese to an area where unemployment was high, Texon, and where there was a tradition of hostility to Portuguese speakers, exacerbated existing relations between the latter and other groups. By the early 1970s certain members of the community decided that some public steps would have to be taken to mend increasingly dysfunctional schisms. The mayor proclaimed Portuguese Day, which featured a number of activities emphasizing the positive role which the target group had played. However, there were really two groups of Portuguese-Americans. Those early arrivals who considered themselves and were considered by recent immigrants as Americans were distinct from recent immigrants who considered themselves and were categorized by earlier immigrants as Portuguese. The disjuncture between old and new Portuguese existed prior to Portuguese Day. What had created the schism? At least three factors were at work: a competition for scarce resources; a higher level of expectations in the newly arrived group; and, a monetary base for corporateness among the latter which was not available to earlier arrivals. This case study demonstrates the great potential for dissonance which lies in those situations where the actors believe they have a code in common but do not; when they believe they have a nexus of common understanding which, in fact, does not exist. (Author/JM)

ED 141 448 UD 017 054

Simoes, Antonio, Jr., Ed.

The Bilingual Child: Research and Analysis of Existing Educational Themes.

Pub Date 76

Note—272p.

Available from—Academic Press, Inc., 111 Fifth Ave., New York, N.Y. 10003 (\$16.50)

Document Not Available from EDRS.

Descriptors—*Biculturalism, *Bilingual Education, Bilingual Students, Cognitive Style, *Educational Programs, *Educational Research, Immersion Programs, Language Instruction, Literacy, Primary Education, *Psychological Studies, Reservations (Indian), Second Language Learning, Student Teacher Relationship, Teaching Methods

Identifiers—Quebec (Montreal)

The contents of this book are divided into sections on cognitive and affective studies in bilingual-bicultural education, programs in bilingual-bicultural education: an analysis of total or partial immersion programs, and teacher directed issues: some practical suggestions from theoretical domains. The following papers are in this collection: "Cultural Attitude Scales: A Step toward Determining Whether the Programs Are Bicultural as Well as Bilingual," Zirkel and Greene; "Social and Psychological Implications of Bilingual Literacy," Christian; "Bilingual Children and Educational Cognitive Style Analysis," Baecher; "The Case for Partial or Total Immersion Education," Cohen; "Bilingual Education for the English Canadian: Recent Developments," Swain and Barik; "Attending a Primary School of the Other Language in Montreal," Macnamara, Svarch and Horner; "Socioeconomic Implications of Bilingual Education on the Navajo Reservation," Read, Spolsky and Neundorff; "Some New Trends for Applied Linguistics and Foreign Language Teaching in the United States," Diller; "Bilingualism and Learning to Read," Kaminsky; "Relationship of 'Life-Space' to Human Aggression: Implications for the Teacher in Bilingual-Bicultural Education," Dye; "Bilingual Interaction Analysis: The Development and Status," Townsend; "Bilingual Education and the Future of Language Teaching and Language Learning in the United States," Fishman; "What the Child and What the School Expects: First and Second Language Learning and Teaching in Bilingual-Bicultural Education," Guskin; and, "Assessing the Scholastic Achievement and Cognitive Development of Bilingual and Monolingual Children," Macnamara, Svarch, and Horner. (JM)

ED 141 449 UD 017 055

Tucker, Eugene

The Follow Through Planned Variation Experiment: What is the Pay-Off?

Pub Date 5 Apr 77

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agency Role, *Early Childhood Education, Educational Planning, *Educational Strategies, Evaluation Methods, Federal Legislation, *Federal Programs, Financial Policy, *History, *Minority Group Children, *Parent Participation, Program Administration, Social Action

Identifiers—Economic Opportunity Act, Local Education Agencies, National Advisory Commission on Civil Disorders, *Project Follow Through

This paper, written with a historical perspective, considers the impact of the Follow Through program on disadvantaged students. Social and economic conditions, attitudes, and political issues in disadvantaged communities are addressed. The target groups, fiscal decisions, and financial outlays under the Economic Opportunity Act are critically analyzed. The administration of the Follow Through program by the U.S. Office of Education (USOE) is examined. The roles and impact of parental involvement in the educational process are presented. The various policy changes of the program as a result of different Federal administrations are explored. The problems, implementation, and impact of the program relative to educational research strategies are discussed. A retrospective review of the length, nature, and implementation of the Follow Through program is analyzed and evaluated. The roles of Local Education Agencies (LEA) are examined. The three way relationship between the USOE, the model developers, and the LEA's is discussed. A summary statement of recommendations prepared by the National Advisory Commission on Civil Disorders is contained in this report to indicate the scope of early intervention programs such as Follow Through. (JP)

ED 141 450 UD 017 059

Conley, Houston, And Others

Desegregation Dilemma and Its Impact on the Quality of Life for Black Americans - Year 2000.

Pub Date [Apr 77]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American Culture, Black Colleges, Black Education, Black History, *Blacks, *Black Youth, Caucasians, Futures (of Society), *Higher Education, *Integration Litigation, *Life Style, Research Needs, *School Integration

Identifiers—Griggs v Duke Power Company

The black problem in America today involves a moral issue with basic judicial, educational, political, and social overtones. The quality of life for black Americans is intertwined with the issue of race relations. This scholarly review cites events, statistics, articles and specific court cases in an attempt to emphasize the importance of the critical period 1975-2000 for blacks and black colleges. A summary statement by the National Association for Equal Opportunity in Higher Education on the impact of desegregation in the lives of black Americans is presented. Various court litigation decisions concerning equal educational opportunity for blacks are reviewed. The enrollment trends of black youth are analyzed. Community and parental reactions to achievement of quality education for their children are cited. Various publications concerning the educational quality and life of blacks and black colleges are mentioned. The need for diverse research studies to provide information concerning the black experience in both black and white colleges is summarized. It is suggested that research is needed to provide data for intelligent policy decisions and innovations which can benefit black Americans from now into the 21st century. (JP)

ED 141 451 UD 017 060

Gordon, Edmund W. Grannis, Joseph C.

Human Diversity, Program Evaluation and Pupil Assessment; And, A Critical Review of Black Consciousness, Identity and Achievement.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Pub Date 77

Note—17p.

Available from—IRCD Bulletin, v.12, n. 1, Win 1977, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, Black Colleges, *Black Students,

*College Students, Compensatory Education Programs, Evaluation Methods, *Identification (Psychological), Individual Differences, Program Evaluation, Standardized Tests, *Student Attitudes, *Student Evaluation, *Testing Problems

The first of two papers included in this document addresses two related problems: Problem one: The appropriateness of existing standardized tests of achievement for the assessment of academic function in minority and disadvantaged group member students. Problem two: The appropriateness of such instruments for the assessment of the impact of large-scale educational programs. Gordon asserts that "the problem of large-scale evaluation...is larger than one of what kind of achievement tests to use." It may be that we could endure the problems related to the tests if we were better able to deal with such problems as the following: 1) the nebulousness and variability of treatments, 2) the complex economic, political, and social context in which the treatments are set, 3) the diversity of populations served and goals sought, 4) the reconciliation of necessary and sufficient conditions, and, 5) such limitations of evaluative research technology as: program and population specification, program and population sampling, interchangeable and dialectical nature of the dependent and independent variables, inappropriateness of extant statistical analyses for the study of the dynamic blending of variables by which effects may be explained, the policy of the best generic treatment, and, normative approaches to aggregate data in search of relationships that may be idiosyncratically expressed. The second paper in this document critically reviews the book "Black Consciousness, Identity and Achievement," by Patricia Gurin and Edgar Epps, New York: John Wiley, 1975. (Author/JM)

ED 141 452 UD 017 061

Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1975-76. Final Evaluation Report.

IBEX, Inc., Durham, N.C.; Littlejohn (Roy) Associates, Inc., Washington, D.C.

Spons Agency—District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date 76

Contract—NS-0376-AA-NS-0-6-GA

Note—173p.; For related documents see ED 121 922 and ED 111 913; Some parts may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Academic Achievement, Ancillary Services, *Compensatory Education Programs, Elementary Education, Equal Education, *Evaluation Methods, Exceptional Students, Federal Programs, Learning Modalities, *Program Evaluation, Remedial Mathematics, Remedial Reading, School Administration, School Personnel, Self Concept, *Student Characteristics

Identifiers—District of Columbia, *Elementary Secondary Education Title I, ESEA Title I

This 1975-76 final evaluation report of the Elementary Secondary Education Act Title I programs, in the Washington, D.C. public schools is divided in two parts. Part one focuses on the program's creation, purposes, goals, objectives, and administration. Part two describes the relationship between school achievement and student characteristics. Part one involves the following areas: a description of the target group, population figures, goals, purposes, objectives, and impact of the program on the exceptional student; a delineation of the recommendations based upon the characteristics of Title I students, types of programs offered, and educational outcomes; an outline of the legislative creation, program responsibilities, types of financial assistance offered, and the unique administrative structure of the D.C. public school system. Also, target areas, eligibility requirements, student development and achievement goals, program design and implementation, evaluation, and dissemination of information are discussed as is an outline of the general design strategy. Part two of the evaluation accomplishes the following: summarizes selected characteristics of Title I students compared to their non-Title I peers; explores in detail the effects of the Title I program on achievement; elaborates upon some of the relationships

between self concept, student achievement, and classroom behavior; examines the relationships between motor, psychomotor, perceptual motor domains and achievement of male and female, Title I and non-Title I students; contains a brief description of the cognitive theory proposed by Jean Piaget. Also, the relationship between Piagetian conservation ability and achievement in both mathematics and reading is investigated; analyzes data regarding teachers, educational aids, inservice training, teacher attitudes, and class management on the relationship between school administration and ancillary services in terms of their functions in delivering support to the instructional program; describes the characteristics of handicapped students and special instructional programs for these students; gives some attention to the private school students' achievement, eligibility requirements, instructional programs, and school personnel. Numerous tables, charts, and an appendix are included. (JP)

ED 141 453

UD 017 064

Ho, D. Y. F.

Culture-Specific Belief Stereotype and its Personality, Attitudinal and Intellectual Correlates.
Spons Agency—Asia Foundation, New York, N.Y.

Pub Date [76]

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Attitudes, *Beliefs, *Chinese Culture, College Freshmen, Componential Analysis, Cultural Factors, *Cultural Interrelationships, Intelligence Factors, *Personality Assessment, Sex Differences, *Stereotypes, Values
Identifiers—*Hong Kong

The main objective of this study was to develop a measure of belief stereotype for individuals. This study examined the extent to which popular stereotyped cultural beliefs were incorporated by individuals and investigated the psychological implications of belief stereotype in a variety of personality, attitudinal, and intellectual functions. Two scales for measuring individual belief stereotype were devised. One scale was comprised of Chinese popular sayings, either in their original form or reworded, expressing stereotypic descriptive or existential beliefs; the other scale was not culture-specific. Data on these scales and other measures were obtained from 230 Hong Kong freshmen students. The results showed that belief stereotype was positively correlated with authoritarianism, rigidity, dogmatism, conformity, culturcentrism, traditionalism, prejudice against women, and compulsive study orientation, but negatively correlated with academic performance, second-language skills, and verbal intelligence. These results demonstrated the methodological efficacy of using materials already available in the Chinese culture in psychological research which linked the study of individual belief systems with cultural beliefs. (Author/JP)

ED 141 454

UD 017 067

Hogan, Dennis P. Featherman, David L.

Racial Stratification and Socioeconomic Change in the American North and South. Discussion Paper #377-76.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date Dec 76

Grant—GI-31604; GI-44336; HD-05876

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Black Achievement, *Black Education, *Black Employment, Economic Research, Geographic Location, *Income, Longitudinal Studies, Migrants, National Surveys, Occupational Surveys, *Social Stratification, Socioeconomic Status, Trend Analysis

Identifiers—*United States (North), *United States (South)

Recent change in the life cycle processes of educational, occupational, and earnings attainments among blacks native to the South, native to the North, and among black migrants from the South to the North is analyzed. Native northerners begin from relatively superior social origins and are better able to capitalize on these processes in the attainments of education and oc-

cupation than are either southern-born group. Between 1962 and 1973 the stratification experiences of the northern-born blacks rapidly converged with those of the white majority so that by 1973 their system of stratification was more like that of whites than of southern-born blacks. The processes of status allocation among the southern-born in 1973 were like those of northern natives in 1962. In this sense the integration of blacks into the majority stratification system began first and has proceeded furthest among blacks born in the North. Men living in the North, regardless of nativity, enjoy higher earnings than men living in the South. In all, changes over the recent decade have supported the internal differentiation of the black population, the development of more distinct socioeconomic strata, the greater stability of inequalities between generations of blacks, and gains toward socioeconomic integration. These changes have been more characteristic of the North than the South. (Author/JM)

ED 141 455

UD 017 068

Lyons, Charles A.

Toward Equity for Blacks in Higher Education.

Pub Date 1 Apr 77

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Black Colleges, *Black Students, College Admission, College Attendance, *College Bound Students, College Segregation, *Discriminatory Legislation, Dropout Problems, Educational Discrimination, *Educational Needs, *Enrollment Trends, Equal Education, *Higher Education, Racial Discrimination

The present condition of the United States regarding the education of black college-age youth and the status of historically black colleges is discussed in this paper. Background information on the role of black colleges and an elaboration of present-day problems facing black colleges are presented. The declining enrollment, drop-out rate, counter attacks on and a weakening of affirmative action in student and faculty recruitment, diminishing funds, and distortions surrounding the ability of blacks to pay for higher education are but a few of the problems which seriously affect educational progress. An all-out effort must be made to correct educational inequities if the future is to hold promise for blacks and other minorities. Statistics pertaining to the key issues discussed in this paper are included. (Author/BS)

ED 141 456

UD 017 069

Watson, Bernard C.

Current Issues and the Future of Education of Blacks in the Black Community.

Pub Date 31 Mar 77

Note—22p.; Paper presented to the National Conference on Educational Issues that Impact on the Black Community. (Washington, D.C., March 31, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Black Businesses, *Black Community, *Black Education, *Black Employment, Economic Factors, *Educational Needs, Educational Policy, Employment Practices, Employment Projections, Employment Statistics, Equal Education, *Income, Labor Force Nonparticipants, Labor Market, Policy Formation, Political Power, Racial Discrimination

The major point of this address is that education for black Americans cannot be viewed apart from the political, economic, and social structures of American society. More attention must be devoted to understanding the exercise of political power, informed and accurate policy analysis, and the relationship of the worker to modern industry. Income factors, the economy, the character of work and of the work force are explored. It is proposed that thoughts about the type of training and education black children should receive in school must be redirected. At the same time the causes of discrimination in all facets of American society should be attacked. A list of actions to be taken to improve the lot of those in the black community is included. (Author/BS)

ED 141 457

UD 017 070

Taussig, Michael K. Danziger, Sheldon

Conference on the Trend in Income Inequality in the U.S. Part I, Trends in Inequality of Well-Offness in the United States since World War II. Part 2, Conference Overview: Conceptual Issues, Data Issues, and Policy Implications

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date 29 Oct 76

Note—115p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Census Figures, Data Analysis, Data Collection, Economic Change, Economic Research, *Income, *Inequalities, *Measurement Techniques, National Surveys, Policy Formation, Population Trends, *Poverty Research, Public Policy, *Research Problems, Statistical Analysis, Trend Analysis

The first part of this document summarizes the current state of knowledge on trends in inequality of economic well-being in the United States since World War II. It surveys alternative answers to the often asked question: Has inequality in the U.S. increased, decreased, or remained roughly the same over a period of time? Intelligent laymen, and indeed economists, might well be confused about the apparent divergence of views on this issue among experts. One purpose of this paper is to reconcile, as far as possible, the disparate results coming out of recent studies. While some of the differences can be readily explained by differences in the income concept and recipient unit used, other discrepancies remain a puzzle mainly because of the inadequacies of available data. The second paper summarizes the discussion of the participants at a conference on the trend in inequality of well-being in the United States since World War II for which the first paper was prepared. There was a consensus among the participants that statements concerning the trend in inequality are sensitive to the choice of income concept, and that government actions affect both recipient units and the form of income. These choices bias estimates of the trend. The conference format was designed to catalog what was known about how each of these biases affected the level of inequality and its trend. (Author/JM)

ED 141 458

UD 017 073

McKay, Robert B.

Nine for Equality Under Law: Civil Rights Litigation. A Report to the Ford Foundation

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Apr 77

Note—35p.; Best copy available; Photographs may reproduce poorly

Available from—Ford Foundation, Office of Reports, 320 East 43 Street, New York, N.Y.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Civil Rights Legislation, *Court Litigation, *Educational Programs, Evaluation, Financial Support, *Foundation Programs, Laws, Lawyers, Legal Aid Projects, Legal Costs, *Minority Groups, *Organizational Effectiveness

Identifiers—Center for National Policy Review, Lawyers Committee for Civil Rights Under Law, Legal Action Center of the City of New York, Mexican American Legal Defense Educational Fund, NAACP Legal Defense and Educational Fund, National Committee Against Discrimination Housing, Native American Rights Fund, Puerto Rican Legal Defense and Education Fund, Womens Law Fund

This report reviews the litigation activities of the nine organizations which received financial assistance from the Ford Foundation to assess the usefulness of litigation as a means of advancing Constitutional civil rights. The litigation activities of the NAACP Legal Defense and Educational Fund, and the Lawyers' Committee for Civil Rights Under Law are described. The Ford Foundation also helped establish the Native American Rights Fund, the Mexican Education Fund, and the Women's Law Fund. The activities of these four organizations are described as are the activities on behalf of former addicts and ex-offenders by the National Committee Against Discrimination in Housing and the Legal Action Center. Finally, the Center for National Policy Review, which monitors civil rights and equal opportunity legislation and policy by federal government agencies is described. An appendix lists the recipients of Ford Foundation funds for civil rights litigation programs along with the amount of each grant and the address, director and age of each recipient organization. Photographs of people and activities are included. (Author/JP)

ED 141 459

UD 017 077

Henning, Patrick

Emergency School Aid Act, Basic Project 1975-76. Research and Evaluation Report, V. 10 n. 11, March 1977.

Atlanta Public Schools, Ga.
Report No.—OE-116-2
Pub Date Mar 77

Note—67p.; Not available in hard copy due to small print of the original document
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, *Black Students, Class Attendance, *Compensatory Education Programs, Elementary Education, Junior High Schools, Parent Participation, Program Costs, Program Effectiveness, Program Evaluation, *Racial Integration, *Remedial Instruction, Remedial Mathematics, Remedial Reading, Self Concept, Social Development, *Tables (Data)

Identifiers—Atlanta Public Schools, *Emergency School Aid Act, Georgia (Atlanta)

This is a report of a program funded under the Emergency School Aid Act (ESAA). The program was designed to aid the Atlanta, Georgia School System in the integration process and to aid pupils in overcoming their academic deficiencies due to racial isolation. The program provided individual assistance in reading and mathematics to minority students. The overall goal of the program was that pupils in the remedial education program for grades one through seven in all participating schools exhibit a significant gain in the basic academic skills. Corollary objectives, selection procedures, assignment of staff, remedial instruction procedures, staff training, parental and community participation, basic expenditures, conclusions, and recommendations are described. Detailed information, tabulated and explained in the report, indicates that the program was a successful approach to overcoming many of the handicaps imposed by previous racial isolation of these students. (Author/BS)

ED 141 460 UD 017 082
Evaluation Report of ECE, ESEA Title I, and EDY, 1975-76.

California State Dept. of Education, Sacramento.
Pub Date 76

Note—50p.; For a related document see ED 120 300; Some parts may be marginally legible due to small print of the original

Available from—California State Dept. of Education, 721 Capitol Mall, Sacramento, Calif. 95814 (\$1.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Bilingual Education, *Compensatory Education Programs, *Elementary Secondary Education, Exceptional Students, Individualized Instruction, *Institutional Role, Mathematics Instruction, Parent Participation, Parent School Relationship, *Program Evaluation, Reading Instruction, School Improvement

Identifiers—*California

This evaluation report is designed to provide a description and interpretation of the effects of local school programs supported by early childhood education (ECE) funds, funds provided under Title I of the Elementary and Secondary Education Act of 1965 (ESEA Title I), and educationally disadvantaged youth (EDY) funds. Although these programs represent separate funding sources, their administration is designed to achieve a consistent process of systematic program planning, implementation, and evaluation at the district and school levels. The report includes (1) descriptions of ECE, ESEA Title I, and EDY programs; (2) the methodology, instrumentation, and limitations of the various data-collection and data-analysis procedures used in evaluating these programs; and (3) the findings of the evaluations. The program descriptions include the goals, legislative authorization, scope, and eligibility criteria for each. The methodology section contains a description of the procedures that were followed and the instrumentation that was used. The findings section contains information about the numbers and types of participants, expenditure patterns, indicators of institutional change, and student achievement results. Finally, a special section is devoted to ESEA Title I specialized programs for distinct groups of students administered by various California state agencies. (Author/JP)

ED 141 461 UD 017 084
Daniele, Susana M.
Models in Bilingual-Bicultural Education: the Community College of Philadelphia Experience.
Pub Date 14 Apr 77

Note—21p.; Paper presented at the Annual Conference of the Eastern Community College Social Science Association; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, Bilingual Students, *College Programs, Curriculum Development, Definitions, English (Second Language), *Historical Reviews, Immigrants, *Junior Colleges, Minority Groups, *Models, Non English Speaking, *Program Content, Program Descriptions, Spanish Speaking

Identifiers—Bicultural Education, Bilingual Education Act, Community College of Philadelphia, Lau v Nichols, *Pennsylvania (Philadelphia)

This paper presents a brief historical overview and summary of the various approaches and recent developments in the field of bilingual education. The controversy that exists with respect to the different approaches to bilingual education has prevented the development of national goals and guidelines and the preparation of adequate evaluation instruments. Educators are now striving to remove the stigma that bilingual education is only compensatory education for the disadvantaged. Efforts are being made to demonstrate the importance of establishing and maintaining bilingual programs. The Bilingual Education Act was enacted in 1968, and in 1974, educational amendments were introduced to authorize funding for the Bilingual Education Program so that its goals could be reached. Considerable inroads have been made in the field of bilingual-bicultural education at the elementary and high school levels. However, institutions of higher education have been slower in providing equal educational opportunities. The second part of this paper focuses on a model developed at the college level which is designed to serve the special educational needs of a sizeable number of Spanish dominant students attending the Community College of Philadelphia. A major goal of this program is to provide the city's Hispanic community with an opportunity to acquire English language proficiency through its intensive English as a second language component, and to increase access to post secondary education for Hispanic students in the Philadelphia public schools. (Author/AM)

ED 141 462 UD 017 085
Morgan, Harry

Towards a Theory of Selected Knowledge Acquisition Patterns Among Black Children.
Pub Date 77

Note—13p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (Denver, Colorado, February 25, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Black Mothers, Black Students, *Black Youth, Caucasians, *Cognitive Development, Cognitive Processes, Elementary Education, Intelligence Factors, *Learning Readiness, Lower Class Parents, *Motor Development, *Parent Child Relationship, Teacher Response

The contention that among black people there is a cognitive style which seems to require a more active intervention with the learning environment than what is needed by their white counterpart is advanced in this discussion of cognitive style among black Africans and black Americans. Cognitive styles of blacks in the infant, early school, and young adulthood life stages are described. In the infant stage, birth to 36 months, the African babies experience a parenting style of socially active intimacy which appears to promote sensorimotor development superior to that of European infants. The relationship between teaching strategies and black children's cognitive modes are discussed in the light of these cognitive style differences. The decline of academic achievement of black elementary and secondary school students is analyzed. Childrearing practices in America are described for lower socioeconomic groups. The active display of cognitive and motor domains of black athletes are described. It is suggested that the "active stream of cognition" of young black adults has not been fully tapped by education planners. Also, implications for social change which can emerge from a theory of group differentiated sensorimotor development such as the one suggested by this paper are suggested for the areas of parenting, schooling, therapy, space, and natural groupings (peer group interaction). (Author/JP)

ED 141 463

UD 017 086

Patterson, Sandra K.

Gender Identity as Seen in Drawings of Father Absent 5 to 7 Year Old Black Children.

Pub Date [77]

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Black Youth, *Family Structure, *Fatherless Family, Fathers, Grade 1, *Labeling (of Persons), *Low Income Groups, Primary Education, Sex (Characteristics), *Sex Differences

Identifiers—*Gender Identity

The purpose of this study was to investigate the relationship between father condition (absence or presence) and gender identity of seventy-four 5 to 7 year old black children as revealed through their human figure drawings. The essence of this study was to determine if the absence or presence of the father was associated with reversed identification in father-absent children as opposed to sex appropriate identification among father present children. The main hypothesis of the study was that there would be a significant relationship between father condition and sex of drawings produced by black father absent and father present children. The related questions were also formulated: (1) Does the sex of the child have any effect upon the labelling of the figure drawn? and (2) Does the child label the drawing, in terms of sex, according to the way it was labeled by independent judges? Statistical analysis included a chi-square 2X2 test of independence done for the hypothesis and each research question. The results revealed very little agreement between the children's labels and those of the initial judge. Further results indicated that father presence was associated with sex appropriate identification in terms of labels and that father absence was not related to such identification. (Author/AM)

ED 141 464 UD 017 087

Steuertle, Eugene McClung, Nelson
Wealth and the Accounting Period in the Measurement of Means. The Measure of Poverty, Technical Paper VI.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 10 Feb 77

Note—61p.; For related documents, see UD 016 918-929; Best copy available

Available from—Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, 200 Independence Avenue, S.W., Room 443D-South Portal Building, Washington, D.C. 20201

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Definitions, Income, *Low Income, Policy Formation, *Poverty Programs, *Poverty Research, *Statistical Data

Identifiers—*Accounting Periods, *Income Transfer Programs

This technical study is concerned with both the statistical and policy effects of alternative definitions of poverty which result when the definition of means is altered by varying the time period (accounting period) over which income is measured or by including in the measure of means not only realized income, but also unrealized income and wealth itself. The first part of the study examines how various accounting periods and wealth measures of means affect counts of poverty and determine eligibility for assistance programs. The distribution of poverty across socioeconomic classes, as well as transits into and out of poverty under various definitions, is studied. The second part of the study examines the application of means measurements in existing income-conditioned public income transfer programs. The failure of current eligibility rules to count potential income, and the inconsistent use of various asset tests and accounting periods are noted. It is concluded that counts of the poverty population depend substantially upon the length of the accounting period and the extent to which net worth is considered available as means with which to meet consumption expenses during a period. The screening effects obtained by lengthening the accounting period are often similar to those obtained by adding some fraction of net worth to income in measuring means. Thus there are serious equity considerations in choosing the length of the accounting period and the treatment of net worth in measures of means because the share of total welfare going to vari-

ous groups depends upon these two factors. Existing transfer programs, adopted in piecemeal fashion, have not made explicit their choice among various goals. These programs have adopted conflicting, confusing, and inequitable criteria for eligibility. (Author/AM)

ED 141 465 UD 017 090

Joyce, Lynda M. Leadley, Samuel M.
An Assessment of Research Needs of Women in the Rural United States: Literature Review and Annotated Bibliography.

Spons Agency—Pennsylvania State Univ., University Park. Pennsylvania Agricultural Experiment Station.

Pub Date Apr 77

Note—154p.; Part of Project 2097

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Annotated Bibliographies, Birth Rate, *Economic Disadvantage, Economic Factors, Educational Background, Employment Patterns, Family Characteristics, *Family Life, Family Structure, *Females, Feminism, *Research Needs, *Rural Population, Sex Differences, Social Differences, Working Women
Recently, there has been much discussion and media attention focusing on women in rural areas, especially on women in farming. It is timely to delve into the research which has been done in this area in the past, what research is presently being undertaken and what research concerns are emerging for the future. The chronological review presented in this document examines research literature concerning women in rural areas. This research begins in the 1930s and continues to the present. The review traces the development of the research, looks at how research is affected by events, and evaluates how research has affected women and women's needs and issues. The review also serves as a resource for those who wish to compare the differences between women and their concerns due to their location in rural rather than urban areas. In some cases, the research also deals with class and race. Following the review is a discussion of research methods and theories, a list of research questions and needs for the future and a concluding commentary on the present status of women in rural areas. The commentary is based on popular literature, attitude surveys and current events. All research studies included in this review are abstracted in Appendix A, entitled "Annotated Bibliography of Women in Rural America." Popular literature, monographs, agricultural bulletins on the subject of U.S. rural-based women are also included in this bibliography. (Author/JM)

ED 141 466 UD 017 100

Mosaic. Hispanic Sub-Cultural Values: Similarities and Differences.

Rutgers, The State Univ., New Brunswick, N.J. Inst. for Intercultural Relations and Ethnic Studies.

Pub Date 77

Note—23p.; Pages 20 and 21 of the original document were deleted because they contained copyrighted materials.

Available from—MOSAIC, IRES Institute, Rutgers University, 10 Seminary Place, New Brunswick, N.J. 08903 (\$5.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitudes, *Comparative Analysis, Conflict, Cubans, *Cultural Factors, *Culture Conflict, Educational Problems, Ethnic Groups, Females, Mexican Americans, Middle Class Values, Minority Groups, Parent Attitudes, Puerto Ricans, Social Values, *Spanish Speaking, Teacher Attitudes, *Values
Identifiers—Florida (Miami)

This issue of Mosaic magazine contains several articles focusing on the similarities and differences between different Hispanic groups. Each article examines a specific Hispanic culture in order to improve existing and future intercultural education and to foster cultural awareness. The following topics are addressed: (1) values involved in intercultural education, (2) value conflict of mainland Puerto Rican children, (3) the educational dilemma presented by Chicanos in the Southwest, (4) a synoptic comparison of Cuban and American values and (5) a comparison of teacher and parent perceptions concerning the differences between Spanish surnamed parents. Also included are an annotated bibliography of Hispanic values and a "Test Yourself" quiz on values held by Mexican Americans. (Author/AM)

ED 141 467

Spencer, Thelma L.

Ethnic Minorities and National Standardized Testing.

Pub Date 75

Note—21p.; Paper presented at the Third Annual Conference of the Society of Ethnic and Special Studies (Atlanta, Georgia, November 12-15, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Blacks, Educational Testing, *Ethnic Groups, Group Intelligence Testing, *Historical Reviews, Intelligence Tests, *Minority Groups, National Norms, *Standardized Tests, *Testing Problems, Test Interpretation, Test Results, Test Validity

This paper provides a historical review of national standardized testing and its relation to ethnic and racial minorities. In the pre-World War I period, psychological testing was conducted on the large masses of immigrants that were arriving in the U.S., and on black and white army draftees. Generally these tests showed that black draftees and refugees scored lower than the white middle class. No one in this period questioned the appropriateness of these tests for people whose backgrounds, language, and life styles were different than the majority of the population. But then, as now, the cultural bias inherent in such tests served the very useful purpose of labeling. Until recently race was still not considered to be a factor in test sampling. Furthermore it is only recently that there are provisions made in test administration for children whose first language is not English. Many who presently oppose the use of standardized tests with minority and ethnic groups and blacks do so out of the belief that such tests, especially intelligence tests, cannot be divorced from the cultural frame within which the individual exists, lives, and learns. While it may be argued that procedures of test development are less biased now than forty, twenty, or ten years ago, two problems remain to be solved: the development of test content representative of a pluralistic American society, and more appropriate use of tests and test results. (Author/AM)

ED 141 468

Slavin, Robert E.

Student Learning Teams and Scores Adjusted for Past Achievement: A Summary of Field Experiments. Report No. 227.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Contract—NE-C-00-3-0014

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Educational Programs, English Instruction, Grade 7, *Grouping (Instructional Purposes), Peer Groups, Program Evaluation, *Secondary Education, *Small Group Instruction, Social Relations, Student Grouping, Student Motivation, *Teaching Methods, *Teamwork
Identifiers—Maryland (Baltimore)

This paper describes a study which evaluates two classroom innovations directed at the problems of student motivation, academic performance, and social perceptions. These innovations, "Student Learning Teams" and "Academic Divisions," are evaluated in a two by two factorial field experiment in eight seventh grade English classes (the teams and divisions versus no teams, no divisions comparison was replicated in two additional schools.) The treatments were as follows: Control students worked individually. Cooperative work was allowed, but not encouraged. Students received scores on their quizzes. No Teams, Achievement Divisions: Same as control, except that students were assigned to homogeneous achievement divisions based on past grades in English. At the end of each week, each student's score on the sum of two quizzes was compared to that received by the others in his or her division. Students' individual divisional points were reported in a weekly class newsletter. Teams, No Achievement Divisions: Same as control, except that students were assigned to teams. Each team was made up of a high achiever, a low achiever, and average achievers. Students tutored each other. At the end of the week, a newsletter announced the teams with the highest point averages. Teams and Achievement Divisions: This

UD 017 101

treatment incorporated both the team and division components. In summary, the results are favorable toward the Student Teams-Achievement Divisions (STAD) combination. STAD is more effective than the control in increasing academic achievement, peer support for academic performance, liking of others, and number of students cited as friends. (Author/JM)

ED 141 469

Slavin, Robert E.

Student Team Learning Techniques: Narrowing the Achievement Gap Between the Races. Report No. 228.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 77

Contract—NE-C-00-3-0114

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Educational Programs, English Instruction, Grade 7, *Grouping (Instructional Purposes), Junior High Schools, Peer Groups, Program Evaluation, *Racial Differences, Secondary Education, *Small Group Instruction, Social Relations, Student Grouping, Student Motivation, *Teaching Methods, *Teamwork
Identifiers—Maryland (Baltimore)

The gap in academic achievement between blacks and whites is one of the most serious problems in education today. Recent evidence suggests that this gap may be reduced without impairing the performance of whites if students are allowed to work in cooperative learning teams, as team techniques have been shown to increase academic achievement more for minority students than for anglos. This study tests findings with a student team technique called STAD, for Student Teams-Achievement Divisions. STAD is a generic learning technique capable of being used for any subject area in which objective tests can be given. Its most important feature is student teams, which are composed of four to five students of different past achievement. Each team is a cross-section of the class in terms of sex and race as well as academic achievement. The teams are given worksheets to study in pairs or as a group through peer tutoring. Students are tested on the material studied in the teams twice each week, and the individuals' scores are contributed to their team scores. However, the scores are first transformed to remove the effect of past achievement on present performance. Team success is rewarded by means of a weekly class newsletter. The subjects of the study were 65 seventh grade students in two English classes in a Baltimore junior high school. Results indicate that STAD does increase achievement dramatically for blacks, but only minimally for whites. Implications for education are discussed. (Author/JM)

ED 141 470

Donovan, Richard A., Comp.

Bronx Community College: National Project II Associate. Final Report for the Fund for the Improvement of Postsecondary Education.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date May 77

Grant—G00-7502076

Note—85p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Classroom Observation Techniques, Educationally Disadvantaged, Educational Opportunities, Educational Research, Higher Education, *Interaction Process Analysis, *Mathematics, Open Education, *Open Enrollment, Post Secondary Education, *Test Construction, Test Validity

Identifiers—*Bronx Community College, New York (Bronx), Project STIR: Project LINK, *Project Total Discovery

The three research papers in this document concern open admissions and student success in the classrooms of Bronx Community College. Together, these projects capture much of what is involved in a comprehensive open admissions program. The first research report explores the technical characteristics, and therefore, the feasibility for use with community college students, of a recently developed mathematics competency test. This study also attempts to develop an equivalent form of the test, and evaluates dif-

ferential mathematics achievement over a four month instructional period, under two modes of instruction. The second research project develops an interaction analysis system, specifically designed to describe the interpersonal process in the classroom. The classroom activities paradigm presented in this report was a reliable process-descriptive instrument, capable of providing a check on program claims of innovative classroom interaction. The third project examined the functioning and the impact of Project Total Discovery (TD) over a three year period. In this report the three successive interdisciplinary programs implemented at Bronx Community College for remediation of underprepared freshmen are reviewed. It is shown that the involvement of the interdisciplinary approaches to remediation from Project STIR to Project LINK to Project Total Discovery was marked by clearer objectives and more precise evaluation. Increased administrative control was also noted. (Author/AM)

ED 141 471 UD 017 106

Clairbairn, David

Ethnicity in the American University System.

Pub Date 77

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Changing Attitudes, Class Attitudes, Cultural Pluralism, Ethnic Groups, *Ethnicity, *Group Relations, *Higher Education, *Majority Attitudes, *Minority Groups, Sociology, Universities, Values

Identifiers—*Ethnicity

This paper examines the current state of ethnicity in the American university system, using the sociological paradigms applicable to majority-minority relations in its analysis. The English scholastic-elite concept from which the American concept of higher education grew, focuses on white middle class cultural interests, and arises out of a white, Northern European perception of history, culture, and logic. This view of education has been challenged by a more egalitarian concept which puts forth the notion that education should serve the entire society, by offering each citizen the opportunity to develop his or her potential to the highest possible point. The collision of these two views is at the core of much of the majority-minority tension in higher education today. The American university system is still largely controlled by individuals who are deeply imbued with the scholastic-elite notion. The university has not made the transition to the egalitarian concept. If the white middle class, scholastic-elite oriented population is viewed as a majority group and the racial and ethnic minorities are collectively viewed as the minority group, it is possible to sharpen the focus on the problem by employing the perspectives operative in majority-minority relations. The current situation in the university system seems to fall somewhere between conciliation and conversion. Changes are due largely to governmental intervention in the form of the enforcement of Civil Rights guidelines and should move in the direction of pluralism and diversity. (Author/AM)

ED 141 472 UD 017 107

Smith, Marzell Dziuban, Charles

Level and Remedy in School Desegregation Research.

Pub Date 4 Apr 77

Note—23p.; Not available in hard copy due to author's restriction; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Organization, *Data Collection, Educational Resources, Grouping (Instructional Purposes), Integration Effects, Integration Methods, *Integration Studies, Measurement Techniques, *Research Design, *Research Methodology, Resource Allocations, *School Integration, School Organization, School Segregation, Special Education

The purpose of this paper is to suggest the utility of an alternate level of data collection for desegregation research. There appears to exist an important disparity between the results generated by a large number of empirical studies and their application to segregation remedy at the classroom, school, and district level. This paper's bias is that the "numerical indicators" and correlates of desegregation which have been used in na-

tional level studies have had minimal impact in moving schools from the segregated to desegregated to the integrated stages. The emphasis then of this data collection model is focused on those school and district level factors which continue to render schools for all practical purposes segregated. These school and district level factors are classified as follows: Organizational Patterns (Fiscal Considerations, Funding Patterns, Allocation of Educational Resources; Policy Considerations; Adjustment Procedure Mentality, Acquiescent Mentality), Administrative Patterns (Staffing Patterns, System-Individual Metaperspective, Information Access, and Instructional Patterns (In-School Segregation, Counseling, Special Education, Co-Curricular Activities). This paper indicates that these factors are critical to the desegregation process. Although a school has been designated legally desegregated, occurrences within it can render it for all practical purposes virtually racially segregated. Thus, a school which is desegregated or desegregating, can through manipulations of the above factors, become re-segregated. (Author/JM)

ED 141 473 UD 017 110

Soy, Rosa H.

Bilingual Education through Music.

Pub Date 28 Jul 75

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, Bilingual Students, Classroom Games, *Cubans, Elementary Education, *English Instruction, *Kindergarten Children, *Music Activities, Music Education, Pilot Projects, Spanish Culture, *Spanish Speaking

Identifiers—Kodaly (Zoltan), New Jersey (Elizabeth), Richards (Mary Helen), *Richards Education Through Music Method

The purpose of this project was to design a bilingual/bicultural kindergarten course of study based on the concepts of the Richards Education Through Music Method. This method is rooted in the Hungarian composer-educator Zoltan Kodaly's educational philosophy and was developed in the U.S. by Mary Helen Richards. This is a method of teaching all areas of the curriculum through musical activities. This methodology involves games and extensive aural experience. Both the acceptance of a child's culture and the acquisition and development of a second language are fostered. The classroom chosen for this research pilot project was an urban bilingual kindergarten class in the New Jersey school system. The class was made up of twenty-one children from Spanish-speaking homes, most of them of Cuban descent. The focus of the program was on language arts readiness through music. The lessons of the five-lesson unit were based on Jose Marti, a Cuban national hero. Objectives in music, language arts, and social studies were developed around this central theme. Strong points of the lessons were: they provided a natural mode of expression for children who come from cultures where music is an integral part of daily life, and the games which music provided were an indirect way of teaching the concepts. The weak points were: some musical activities called for a certain level of proficiency in the musical skills which the children did not have, and the lessons should have followed each other more closely, not twice a week, so that the concepts could have been better reinforced. The pilot unit with the lessons are included in the appendix. (Author/AM)

ED 141 474 UD 017 116

Report on Compensatory Education, 1975-76.

California State Dept. of Education, Sacramento.

Div. of Compensatory Education.

Pub Date 1 May 77

Note—35p.; Tables may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Services, *Compensatory Education Programs, Demonstration Programs, Elementary Secondary Education, *Federal Programs, Migrant Child Education, *Program Administration, Program Descriptions, *Program Evaluation, Staff Improvement, *State Programs, Teacher Education

Identifiers—*California, *Elementary Secondary Education Act Title I, ESEA Title I

This report summarizes some of the activities of the staff of the Office of Compensatory Educa-

tion from 1975 to 1976. The overall aim of these activities was to provide educational opportunities to disadvantaged children in California. Activities are described as they relate to 12 types of programs, namely: Compensatory Education Administration in 1975-76; Elementary and Secondary Education Act, Title I; S.B. 90, Chapter 6.10 Educationally Disadvantaged Youth Program; Evaluation and Pupil Achievement; Management Services; Migrant Education; Programs for Professional Development in Education; Demonstration Programs in Reading and Mathematics; Follow Through Program - Technical Assistance; Compensatory Education in State Institutions; Community Services; and, School Housing Aid for Districts Impacted by Seasonal Agricultural Employment. This report also includes descriptions of four projects in four school districts, namely: Newport - Mesa Unified School District-Project Catch-Up; San Jose Unified School District-Project R-3; Riverside Unified School District-Learning Achievement Through Saturated Educational Resources (LASER); and San Bernardino City Unified School District Promising Practices. (JM)

ED 141 475 UD 017 122

New York State Programs of Postsecondary Opportunity, 1974-75; Summary of Reports, Analysis and Regents Recommendations.

New York State Education Dept., Albany.

Pub Date 75

Note—92p.; For a related document see Ed 111 918

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Academic Achievement, Academic Records, *College Students, *Compensatory Education Programs, Counseling Services, Enrollment, *Enrollment Trends, Financial Services, Financial Support, *Minority Groups, *Post Secondary Education, Program Costs, Retention, Tables (Data), Tutorial Programs

Identifiers—College Discovery Program, Educational Opportunities Program, Higher Education Opportunity Program, Search for Education Elevation and Knowledge

This report provides a comprehensive overview of New York State post-secondary opportunity programs for the educationally and economically disadvantaged during the year 1974-75 and includes the Regents comments and recommendations. The purpose of opportunity programs is to prepare students who have had poor academic preparation for a successful college career. Opportunity programs assist students directly through the provision of financial aid and supportive academic services such as counseling and tutoring. Data from all sectors (HEOP, EOP, SEEK, and College Discovery) are tabled and compared. Included among the data are economic demographic, and academic profiles of program students; financial aid and student supportive services summaries; distribution figures of program students according to ethnicity, sex, and age; and enrollment, retention, and graduation figures. Major subject areas of study, students' academic progress, and program expenditures are also included. (Author/BS)

ED 141 476 UD 017 123

Gunter, Phyllis E.

Basic Skills After School Pre-Kindergarten Program, 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 76

Note—22p.; New York City Board of Education Function No. 20-63426

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, Blacks, Cultural Awareness, *English (Second Language), Intelligence, Learning Readiness, *Minority Groups, Parent Participation, Parent Workshops, *Physical Development, *Preschool Education, Program Evaluation, *Reading Readiness, Self Concept, *Social Adjustment, Spanish Speaking, Tutoring

Identifiers—Boehm Test of Basic Concepts, Haitians, New York (Brooklyn), Pupil Rating Scale

This report describes an after school pre-kindergarten program which sought to upgrade the reading and math readiness, and develop English-as-a-second-language skills for 45 pre-kindergarten neighborhood children. Pupils were selected for the program on the basis of family background information and pupils' inability to

speak English because of recent arrival to the U.S. The program activities were based upon the cognitive/affective approach. Pupil growth in social skills, physical abilities, intellectual ability, English fluency, self image, and parent involvement were assessed. A screening test for learning disabilities, an intelligence test, teacher rating scale of pupils' attitudes, and interviews with school personnel and parents were used to evaluate the program. The report concluded that the program was successful in increasing the social skills, physical abilities, and intellectual ability of the 45 pupils. The program was also successful in developing more positive self image and cultural awareness of the pupils. Parent involvement in school activities were increased. The program fulfilled the goal of preparing children for kindergarten and first grade curricula. The Teacher Rating Scale On Pupils' Pride In Cultural Background instrument is included in the appendix. (Author/JP)

ED 141 477 UD 017 124

Hennessey, James J.
Bilingual-Bicultural Program at C.S. 77, 1975-76.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 76

Note—20p.; New York City Board of Education Function No. 20-63412. Not available in paper copy because of print quality of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bilingual Education, Bilingual Teachers, Cultural Awareness, *Elementary Education, Individualized Instruction, *Language Programs, Language Skills, Learning Laboratories, *Oral English, Program Evaluation, *Remedial Instruction, Spanish, *Teaching Assistants

Identifiers—*New York (Bronx), Umbrella Projects

This report presented the final evaluation of a Bilingual-Bicultural Program in a community school in the Bronx, grades one through six. The project was designed to increase the spoken English language comprehension of elementary school age children who were found to be below the 20th percentile on the Language Assessment Battery. Ten educational assistants worked closely with 168 target youngsters in activities that ranged from individualized instruction, to small group work, to testing, diagnosing, and prescribing interventions. The primary goal of these activities was to bring each participant to a higher level of competence in using and understanding English. The findings of the evaluation were that the major goal was not fully realized, in spite of very well coordinated, highly professional effort on the part of project staff members. Only 47.1 percent (short of the 65 percent goal) of the students participating in the project gained the expected 10 percentile ranks needed to satisfy the project objectives. The project was recommended for continuation, however, with some modifications. (Author/JM)

ED 141 478 UD 017 125

Lechowitz, Joseph S.
The Child Centered Reading Program; Evaluation Period September, 1975 to June 1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date Jun 76

Note—20p.; New York City Board of Education Function No. 20-63430

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Changing Attitudes, Elementary Schools, Grade 1, Grade 2, Grade 3, *Inner City, Kindergarten, *Primary Education, Program Evaluation, *Reading Ability, *Reading Programs, *Self Concept

Identifiers—New York (Queens), Umbrella Projects

This report evaluated the Child Centered Reading Program which was designed to develop and improve reading ability, behavioral attitudes, and self image of the 2000 inner city elementary students participating in the program. The program was administered by a coordinator, four reading teachers and two educational assistants. The activities included introduction of the lesson by the teacher, workbook activity, reading from the reader either individually or in small groups, and testing at the conclusion of each book. Recreational activities were also an integral part of the

program. Seven hundred thirty eight kindergartners, 521 first graders, 355 second graders, and 313 third graders from six Queens public schools participated in the program. The evaluation of the program was to determine whether the reading grades of the students showed a statistically significant difference between pre-test and post-test scores. Also, the self image of the program participants was assessed by the Teacher's Evaluation of a Child's Self-Image Rating Scale at the beginning and end of the program. The summary of the evaluation findings indicated that kindergarten and first graders improved their reading ability as prescribed in the program objective. Sixty-four and six-tenths percent of the second graders achieved on or above reading grade levels as measured by post-tests. However, third grade test results failed to show anticipated gains in reading grades. The results of the self image scale indicated that 97 percent of the participating students maintained or improved their self image ratings with 82 percent showing outright improved ratings. The self image scale is included in the appendix. (Author/JP)

ED 141 479 UD 017 128

Hicks, John S.
Early Identification Program.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 76

Note—16p.; New York City Board of Education, Function No. 20-63438

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Early Childhood Education, *Learning Difficulties, *Minority Group Children, Program Descriptions, Program Effectiveness, Program Evaluation, *Remedial Instruction, Remedial Mathematics, Remedial Reading

Identifiers—New York (Brooklyn)

This report is an evaluation of a selected New York City Umbrella program funded under a special grant from the New York State Legislature. The program, which served eighty children in two Brooklyn schools, focused on the early identification of learning problems and the remediation of these problems in first and second grade children in each of these schools. Forty children selected from each school were given remedial work in reading and mathematics. Four educational assistants under the supervision of the reading specialists of each school comprised the staff. The specific evaluation objectives of the program were that participants attending fifty percent or more of the scheduled program sessions show statistically significant improvement in reading and mathematics skills over the anticipated gain as measured by a comparison of pre and post-test scores using the historical regression formula. The Stanford Early School Achievement Test II and the Metropolitan Achievement Test were used to measure functioning in reading and in mathematics. An analysis of the data yielded mixed results with statistical significance only partly achieved. The results must be regarded as tentative due to the short duration of the program (one semester), the use of two instruments instead of one, and the small sample sizes. Data summaries and a list of recommendations are included in the report. (Author/BS)

ED 141 480 UD 017 130

Robin, Fay
Education in Action, School Year 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 76

Note—28p.; Appendix may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Elementary Secondary Education, *Health Education, Health Programs, *Minority Groups, *Parent Education, Parent Participation, *Preventive Medicine, Program Descriptions, Program Effectiveness, Program Evaluation, *Workshops

Identifiers—New York (Harlem)

This report is an evaluation of selected New York City Umbrella Programs funded under a special grant from the New York State Legislature. The 1975-76 Education in Action Program, a community health education program, served 427 elementary and junior high school students and 105 community parents in the Harlem and East Harlem communities. The program was designed to provide knowledge and expand awareness of prevention and treatment of health

problems though conducting workshops on health related topics. Student participants were selected on the basis of their interest and their residency in the target areas. The staff included a coordinator, an educational assistant, an educational associate, a family worker, a clerk-typist, a part-time teacher, and volunteer consultants. The major objectives of the program were: (1) that 75% of the student participants demonstrate a 70% mastery of the adverse affects of venereal disease, cancer, poor hygiene and drug abuse; and, (2) that 75% of the parent participants demonstrate a 70% mastery of the adverse effects of venereal disease, alcoholism, cancer, poor hygiene, drug abuse, hypertension, and sickle cell anemia. Criterion referenced tests, developed by staff personnel were used as pre and post-test measures. An analysis of the test scores revealed that mastery was achieved by students and parents for each objective. (Author/BS)

ED 141 481 UD 017 133

Hicks, John
Lenox Hill Neighborhood School Camp Program; School Year 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 76

Note—31p.; New York City Board of Education Function #20-63441

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Discovery Learning, Elementary Education, *Environmental Education, *Grade 5, *Program Evaluation, *Resident Camp Programs, Science Education, *Science Programs, Teacher Participation

Identifiers—*New York (New York), Umbrella Projects

This report evaluated a four phase environmental sciences program designed to serve 654 students from 23 different fifth grade classes from a Manhattan community school district. Phase one, a pre-camp educational program in the classroom, was designed to introduce the participating classes to the concepts of environmental sciences which the children would be studying while in camp. Phase two was a four day camp experience in Connecticut. Phase three was a series of projects and reports completed by the children when they returned from camp, detailing their camp experiences. Phase four was an integration of the lessons learned by the camp experience into the life of the children in New York City. The major program objectives were to significantly increase the children's knowledge of environmental science, change their attitudes about environmental concerns to more positive ones, help students utilize their knowledge in defining local environmental concerns, and to help students develop plans to improve their neighborhood environments. The instruments used to evaluate the program objectives were a test of science knowledge constructed by the district science coordinator, the Attitude Development Through Outdoor Education Scale, and a follow-up questionnaire which was completed by participating teachers. Correlated T tests of the first two objectives indicated that the post-test scores were significantly higher than pre-test scores. Also, follow-up activities suggested that the students brought their experiences back to their neighborhood school districts and were more aware of the environmental concerns in which they lived. The report concluded that all three evaluation objectives were met and produced significant positive findings. The instruments used in the evaluation are included in the appendix. (JP)

ED 141 482 UD 017 146

Lechowitz, Joseph S.
Perceptual Conditioning for Decoding, 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 76

Note—20p.; New York City Board of Education Function No. 20-63433

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Decoding (Reading), *Elementary Education, *Minority Group Children, Program Descriptions, Program Effectiveness, *Program Evaluation, *Reading Readiness, *Reading Skills, Remedial Instruction, Remedial Reading

Identifiers—New York (Queens)

The Perceptual Conditioning for Decoding Program, funded under a special grant from the New York State Legislature, was designed for the teaching of decoding as the first phase in learning

to read to 1900 kindergarten through third grade students in eleven schools in Queens County, New York. For those target students not knowing the alphabet, a preliminary Alphabet Identification phase was used to train them in alphabet letter naming. Classes included in the program were those with students of relatively low reading scores. The remedial component of the program included additional decoding skill training. The main screening measure was the Word Analysis sub-test of the Durrell Analysis of Reading Difficulty. The program was staffed by a part-time coordinator, one full-time auxiliary trainer, one part-time teacher trainer, and sixteen part-time educational assistants. Specific evaluation objectives of the program were: (1) that 90% of the participants would identify 100 percent of a random list of the entire alphabet correctly; (2) that the decoding ability of participants in the first, second, and third grades would show a statistically significant difference between their real and anticipated post-test scores; (3) that those participants in the remedial component would show a statistically significant difference between their real and anticipated post-test scores; and, (4) that the program would parallel the program proposal. The first evaluation objective was accomplished by 91.95 percent of the participants. The second evaluation objective showed statistically significant results. Although the third evaluation objective, which dealt with the remedial component, produced mixed results, participants did make gains in their decoding skills. Program implementation paralleled the program proposal. On the basis of the program evaluation, it was recommended that the program be recycled. Tabled data are included in this report. (Author/BS)

ED 141 483 UD 017 147

Almeida, Cynthia H.

Pictures as a Basis for Teaching Reading, School Year 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 76

Note—27p.; New York City Board of Education Function No. 20-63432

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingual Education, *Bilingual Students, *Class Attendance, *Elementary Education, *Minority Group Children, *Photographs, Program Descriptions, Program Effectiveness, Program Evaluation, Remedial Instruction, *Remedial Reading

Identifiers—New York (New York)

This report is an evaluation of a selected New York City Umbrella program, funded under a special grant from the New York State Legislature. The primary goal of the program was to improve the reading achievement of first and second grade pupils in selected schools through the use of photographs taken by the pupils. The program was conducted in six elementary schools in four school districts in New York City and involved approximately 280 pupils who had scored two years or more below grade level on citywide reading tests. Seven second grade and three first grade classes were included in the program. Two of the second grade classes were bilingual. The program was staffed by a coordinator, an educational associate, two educational assistants, two teacher aides, and two student aides. The evaluation objectives were: (1) to determine the extent to which the program was implemented in accordance with the specifications described in the program proposal; (2) to determine whether 70% of the first grade pupils and 90% of the second grade pupils would master the ten selected instructional objectives chosen from the Prescriptive Reading Inventory, Red Book, Level A; and, (3) to determine whether pupil attitudes toward school would improve as demonstrated by increased school attendance. Although program guidelines were fully implemented, the absence of ongoing professional supervision and direction of the instructional process and teacher misinterpretation of the objectives of the program resulted in an undertaking that lacked the necessary elements of an educational program. With regard to pupil reading performance, grade one pupils attained their criterion level for two out of the ten instructional objectives. Grade two pupils did not attain criterion level for any of the ten selected objectives. Since program pupil attendance was already high at the beginning of the program and slightly higher than nonprogram

pupil attendance, expectations of additional increases in attendance by program classes were found to be unrealistic. Tabled data and recommendations are included in the report. (Author/BS)

ED 141 484 UD 017 148

Cusano, Bernard

Reading and Language, School Year 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 76

Note—18p.; New York City Board of Education Function No. 20-63435. Not available in paper copy because of print quality of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Education, *English (Second Language), *Individualized Instruction, Language Development, Language Proficiency, *Language Skills, Program Evaluation, *Reading Instruction, *Remedial Reading, *Teaching Assistants

Identifiers—*New York (New York), Umbrella Projects

This report evaluated the reading and language program in one elementary school which was intended to improve word knowledge, word analysis, and reading comprehension skills for 300 students in grades K through 5. Students who participated in the program were below grade level in reading and language skills. Educational Assistants were assigned to participating classes and provided small group instruction in reading and one hour of individualized instruction in the afternoon. The evaluation of the program assessed the students' reading grade level measured by the Stanford Achievement Test at the end of the program, language ability measured by the Stanford Achievement Test of Auditory Comprehension on a pre-and post-basis, and English fluency measured by the Annual Survey of Pupils Ability to Speak English. Educational Assistants were evaluated by structured interview guides regarding training, materials, assignments, and responsibilities. The report concluded that significant reading improvement on or above grade level at the end of the program was attained. The actual post-test mean language score increased significantly over anticipated post-test scores and the program's English-as-a-second-language students improved their ability to speak English by greater than one grade level. (Author/JP)

ED 141 485 UD 017 149

Gunther, Phyllis E.

Reading Improvement Through Marine Environment Exploration, 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 76

Note—14p.; New York City Board of Education Function No. 20-63439

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Curriculum Enrichment, Educational Alternatives, Elementary Education, *Environmental Education, *Grade 5, Instructional Aids, Instructional Innovation, *Low Achievers, Observation, Program Evaluation, Reading Achievement, Reading Comprehension, *Reading Improvement, Reading Instruction, *Reading Skills, *Teaching Techniques

Identifiers—Umbrella Projects

This New York City Umbrella Program for reading enrichment was implemented in the context of the study of the marine environment. It combined language arts and science study as applied to the study of this environment. One hundred eighty-five pupils from seven fifth grade classes in four schools participated in the program. Classes of students with the greatest need for reading improvement were selected by principals who were receptive to the innovative program. The program objectives were: to determine whether pupils showed improvement in their ability to perceive relationships in science terminology and concepts enabling them to organize and classify information according to common characteristics, and finally, to determine whether pupils showed significant improvement in their ability to read and construct graphs, diagrams and tables. Pupils were pre and post tested using the Science Research Associates criterion-reference test called Probes. The evaluation indicated that all objectives were attained except significant improvement in reading skills. The re-

port concluded that the program proved that the gains in reading comprehension skills of classifying, and distinguishing fact from fiction and opinion was attributed to the quality of the curriculum and program. (JP)

ED 141 486 UD 017 150

Kastner, Sheldon

Skin, Scale, Feather, and Fur.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 76

Note—6p.; New York City Board of Education Function No. 20-63444

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Animal Facilities, Elementary Education, *Grade 2, *Grade 3, *Grade 4, Instructional Aids, *Instructional Innovation, *Program Evaluation, Secondary Education

Identifiers—New York (New York)

The "skin, scale, feather, and fur" program was designed to provide children in the New York City public schools with knowledge about various animal species and their place in the animal world. Teacher and paraprofessional staff along with the Staten Island Zoo Personnel developed activities and instructed children at the zoo. They also conducted exploratory learning activities at schools. The primary objective of the program was to determine whether, as a result of participation in the program 70% of the pupils would get 60% of the questions correct on a test measuring knowledge about various animal species. Five hundred pupils in grades three through nine participated in the program. Data was collected for students in grades two through four. A program developed instrument measuring knowledge about various animal species was administered after the children had been exposed to the program. The findings of the report indicated that 98% of the pupils in grades two, three, and four (512 out of 519) received test scores above 60%. (JP)

ED 141 487 UD 017 151

Ellis, Ronald S.

Student-Parent Activities Center, June 1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date June 76

Note—39p.; New York City Board of Education Function No. 20-63434

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Attendance, Discipline Problems, Elementary Education, *Grade 5, *Grade 6, Mathematics Instruction, Parent Conferences, Parent Influence, *Parent Participation, *Parent School Relationship, Program Evaluation, Reading Instruction, School Community Programs, *School Social Workers, Student Behavior

Identifiers—New York (Bronx), Umbrella Projects

This report evaluates the Student Parent Activities Center, a program designed to involve parents in the educational process of their children, improve parental knowledge and participation in the school, and improve parental influence on student attendance. One hundred fifty students and 50 parents participated in the program. The parent participants all had children in the fifth through eighth grades who were truant or whose attendance records were poor. However, those students who participated in the program were in the fifth or sixth grades. The parent participants were organized into two groups composed of up to twenty participants each. The groups met once a week and discussed mathematics, reading, and school attendance requirements. The program was administered by a coordinator, school and neighborhood workers, and family workers. To determine the effectiveness of the program, questionnaires were completed by parents, and evaluators observed the program in operation on four separate occasions. The evaluation concluded that parents were made aware of pupil academic and discipline requirements of the school; however, the program was not effective in helping parents help their children with reading and mathematics, or in improving student attendance. The appendix includes the observation reports. (JP)

ED 141 488 UD 017 152

Schwartz, Lester J.

Student Progress Reporter Corps., School Year 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 76

Note—18p.; New York City Board of Education
Function No. 20-63414

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Diagnostic Teaching, *Elementary Education, Grade 3, Grade 4, Grade 5, Grade 6, Individualized Instruction, Learning Specialists, *Programed Instruction, Program Evaluation, *Reading Ability, *Reading Achievement, *Remedial Reading
Identifiers—New York (Harlem), Skinner (B F), Umbrella Projects

This report evaluates a program designed to increase the reading ability of disadvantaged elementary school students in New York City. Three hundred twenty-five students, grades three through six, from three Harlem elementary schools were enrolled in the program on the basis of being at least a year below their expected reading levels. The educational method employed was based on the programmed instructional techniques developed by B.F. Skinner. The individualized programmed instruction was monitored by reading specialists and educational assistants. The evaluation objective was to determine whether the students' reading grades would increase significantly from the pre-test to the post-test. The New York City Reading Achievement pre and post-test scores were assessed to evaluate reading improvement. The reading achievement results indicated that in all three schools the evaluation objective was achieved by the fifth grade. In two of the three schools, the fourth grade achieved the objective. The two sixth grades in the program failed to achieve the objectives. The only third grade in the program showed no positive results. (Author/JP)

ED 141 489 UD 017 153

Greeley, Michael F.

Teacher Self-Help Project, 1975-76 School Year.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 76

Note—24p.; New York City Board of Education
Function No. 20-63415

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Elementary Education, *English (Second Language), Grade 3, Grade 4, Grade 5, Grade 6, *Instructional Design, Program Evaluation, *Reading Ability, Remedial Reading, *Teacher Education, *Teacher Evaluation, Teaching Quality, Tutoring

Identifiers—New York (New York), Umbrella Projects

This report evaluated a teacher education program designed to improve the quality of instruction for low income students in New York City. A major goal of the program was to increase student reading and English fluency skills. Teachers for the program were trained on college campuses. Each participating school designed its training program to suit its own educational needs. Parent participation in the design of the program was solicited. In addition to the teacher training aspect of the program, 150 students were provided with corrective reading services twice per week and 55 students participated in a small group English as a second language tutoring program. The objectives of the program were improvement of reading achievement, language ability, and teacher instruction ratings as defined by a seven point scale. The methods of evaluation of the program were: assessment of pre and post reading and English language fluency test scores, direct observation of all aspects of the program, interviews with school personnel, and completion of questionnaires by principals who rated teacher performance. The evaluation concluded that of

the 129 students tested 52 percent showed significant growth in reading ability and English fluency. Bilingual students had difficulty with language forms. The principals' ratings of teacher performance indicated that teachers exhibited exceptional growth in diagnosis of learning disabilities, corrective instruction, use of instructional materials, procedures for pupil evaluation, methods of individualizing instruction, and techniques of parent involvement. The principal evaluation questionnaire is included in the appendix. (Author/JP)

ED 141 490 UD 017 154

Rosenblatt, Sidney M.

Teacher Training and Tutorial Program in Reading; Evaluation Period, School Year 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 76

Note—13p.; New York City Board of Education
Function No. 20-63410

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*After School Education, *Elementary Schools, Elementary Secondary Education, *High School Students, *Junior High Schools, Program Evaluation, Reading Comprehension, Reading Instruction, *Remedial Reading, *Tutors

Identifiers—New York (New York)

This report evaluates the teacher training and tutorial program in reading in New York City. The program was designed to offer after school instruction in 13 elementary schools and 4 junior high schools. Three hundred ninety elementary school students and 120 junior high students in grades two through nine participated in the program. Tutorial classes met once or twice a week for a total of two hours with the exception of one junior high school where students met in the morning before the start of regular classes. The program was administered by teachers, paraprofessionals, and high school students who provided individual tutoring for two or three students. The major objective of the evaluation was to determine if, as a result of participation in the program, there was significant improvement in reading comprehension skills. All students were given alternate forms of the Stanford Diagnostic Test on a pre and post-test basis. The report concluded that the tutorial program in reading was successful in the fourth, sixth, and seventh grades. There was growth in the second, third, fifth, eighth, and ninth grades but these grades did not show significant gains. (Author/JP)

ED 141 491 UD 017 155

Hicks, John S.

T.E.A.T.H. Program, English as a Second Language (School Year 1975-1976).

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 76

Note—22p.; New York City Board of Education
Function No. 20-63422

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*After School Education, Bilingual Teachers, *Elementary Education, *English (Second Language), Grade 3, Grade 4, Grade 5, Grade 6, Homebound Teachers, Home Instruction, *Parent Education, Program Evaluation, *Remedial Mathematics, *Remedial Reading, *Spanish Speaking

Identifiers—New York (Brooklyn), Umbrella Projects

This report evaluates a remedial reading and mathematics after school program for 227 third, fourth, fifth, and sixth grade students who scored

at least one year below expected grade levels on New York City standardized tests. The program was a selected New York City Umbrella program funded under a grant from the New York State legislature. The program also taught English as a Second Language (ESL) to 82 parents in the school community. Bilingual teachers from the participating elementary school were sent into both community agencies and private homes where they held English language instruction classes for parents. The major objectives of the program were to help students in both the remedial reading and mathematics program achieve significant growth in their reading and mathematics skills and to help the participating parents in the ESL program to improve their conversational skills in English. Pre and post city wide reading and mathematics standardized tests were used to assess the students' growth. A teacher made test of conversational English as well as the New York City Non-English Rating Scale was used to assess the parents' improvement of their English conversational skills. The findings of the program indicated that the students' average growth in mathematics was 11.8 months for a ten month period and the average growth in mathematics was 11.8 months for the same period. Also, data collected on the pre and post English conversational test for parents indicated that parents met the eligibility criteria of minimal competence in English. The appendix contains the Teacher Made Test of Conversational English. (JP)

ED 141 492 UD 017 156

Leaf, Jeanette B.

Tutoring: Walk and Talk Program, 1975-1976

Academic Year.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 76

Note—33p.; New York City Board of Education
Function No. 20-63409

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*After School Tutoring, *Bilingual Students, *Chinese, Communication Skills, *Elementary Education, High School Students, *Immigrants, Programed Materials, Program Evaluation, Remedial Mathematics, Remedial Reading, *Spanish Speaking, *Student Characteristics

Identifiers—New York (New York), Umbrella Projects

This report evaluated the seventh year of an after school tutorial program designed to provide extra instruction to students who were recent immigrants to New York City or who came from bilingual homes. The primary objective of the program was the improvement of the students' basic skills, namely reading, communications, and mathematics. One hundred seventy-six students from grades one to six were enrolled in the program. The majority of the students came from Chinese or Spanish speaking homes. Students were selected for participation in the program on the basis of teacher-counselor recommendation and academic need. Students were divided into five bilingual and basic skills groups and received intensive and individualized instruction six to ten hours weekly from teachers, educational assistants and high school students who served as tutors. The Stanford Achievement Tests were administered to every student on a pre and post test basis. Questionnaires were administered to all participants in the program. Statistical analyses illustrated significant differences between the pre and post-test results in reading, mathematics, and communications skills. The report concluded that in every instance, the grade equivalent increase was equal to or in excess of the six-month duration of the program being evaluated. The appendix contains the questionnaires which were developed and administered by the program coordinator to the students, educational assistants, and teachers. (Author/JP)

Subject Index

229

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

ED 013 371

Accession Number

4 1 4 Calendar

Flexible Calendar Pilot Program 1976-77.
ED 140 897

Abacus

Use of the Cranmer Abacus by Blind Persons.
ED 140 531

Ability Identification

Results of the Student Skills Assessment Surveys.
ED 140 883

Abstracts

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 6. VT 103 401-103 600.
ED 140 019

Abstracts of Papers Presented at the April 1977 Convention of the Association for Educational Communications and Technology, Research & Theory Division.
ED 140 842

Environmental Education: A Bibliography of Abstracts from RESOURCES IN EDUCATION (RIE), 1973-1975.
ED 141 177//

EUDISED R&D Bulletin, 1976, No. 1.
ED 140 777

Journalism Abstracts: M.A., M.S., Ph.D. Theses in Journalism and Mass Communication. Vol. 14.
ED 140 333

Academic Achievement

Academic Performance Related to Achievement Motive and Locus of Control.
ED 140 113

Assessment of Student Achievement. A Survey of the Assessment of Student Achievement in Ontario.
ED 141 403//

Career Education and Basic Academic Achievement. A Descriptive Analysis of the Research.
ED 140 032

Components of Educational Achievement and Mobility in Black Families.
ED 141 208

Computer Assisted Instruction. 1975-76 Evaluation Report. A Title I Program. Revised.
ED 140 495

Educational Achievements of One-Teacher and of Larger Rural Schools. Bulletin, 1928, No. 15.
ED 141 052

The Education of Adolescents in Remote Areas of Ontario.
ED 141 005//

Effectiveness of the Instruction and Research Unit and Student Achievement in IGE Schools. Technical Report No. 385. Parts I and II.
ED 141 328

Elementary Magnet Plan Evaluation, 1975-76.
ED 140 496

Emergency School Aid Act, Basic Project 1975-76. Research and Evaluation Report, V. 10 n. 11, March 1977.
ED 141 459

An Evaluation of the Effectiveness of Instructional Television for GED Preparation.
ED 139 990

Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1975-76. Final Evaluation Report.
ED 141 452

High School Context, College Quality, and Educational Attainment: Institutional Constraints in Educational Stratification. Johns Hopkins University Center for Social Organization of Schools Report No. 214.
ED 140 169

How Is IGE Doing in the Elementary Schools? A Three-Year Survey of IGE Principals.
ED 140 426

The Impact of Semestering on Selected Secondary Schools in Ontario. Semestering in Secondary Schools.
ED 140 488//

New York State Programs of Postsecondary Opportunity, 1974-75: Summary of Reports, Analysis and Regents Recommendations.
ED 141 475

Personalizing Professional Development: An Overview of Five Instructional Audits.
ED 141 367

Problems Reported by Students in Educational Methods Courses.
ED 140 126

Project MACK. Final Evaluation Report 1974-1975.
ED 140 415

The Relationship between Reading Achievement and Academic Achievement for Program Graduates of the Diagnostic and Remedial Reading Program of the Richmond Schools.
ED 140 236//

Social Factors in Educational Attainment Among Puerto Ricans in U.S. Metropolitan Areas, 1970. The First in a Series of Reports on Puerto Ricans and Education.
ED 141 421

A Statewide Follow-up Study of Fall 1973 Transfer Students from Illinois Public Community Colleges (Phase III Progress Report). Volume II, Number 11.
ED 140 894

Students' Perceptions of Teachers' Abilities to Provide Certain Facilitative Conditions and Their Relationship to Language Arts Achievement Gains.
ED 140 295//

Student Team Learning Techniques: Narrowing the Achievement Gap Between the Races. Report No. 228.
ED 141 469

Summer Recess: Does it Make a Difference on Title I Student Achievement?
ED 141 445

Teachers and Collective Bargaining.
ED 140 411

Teaching Numeric Concepts to Spanish-Speaking Second Graders: English or Spanish Instruction?
ED 140 636

Television Viewing and School Grades: A Cross-Lagged Longitudinal Study.
ED 140 973

Towards a Theory of Selected Knowledge Acquisition Patterns Among Black Children.
ED 141 462

Trends in the Academic Abilities, Background Characteristics, and Educational and Vocational Plans of College-Bound Students: 1970-71 to 1974-75.
ED 141 390

Wages and Other Rewards, What People Want or Get from Their Jobs, and How Education Makes a Difference (or Does It). Three Papers.
ED 140 037

Academically Handicapped

Diagnostic Testing and the Disadvantaged Student: A Field in Disarray.
ED 140 281

Academic Aspiration

Some Characteristics of Students Who Withdrew from L.A.C.C. Spring 1976, Spring 1975, Spring 1974, and Spring 1973. Research Study #77-9.
ED 140 876

Trends in the Academic Abilities, Background Characteristics, and Educational and Vocational Plans of College-Bound Students: 1970-71 to 1974-75.
ED 141 390

Academic Education

Course Withdrawal, Data Summary--Fall 1976. Tex-SIS FOLLOW-UP: Postsecondary Student Follow-up Management Information System. Monograph 2.
ED 140 905

Student's Educational Intent, Data Summary--Fall 1976. Tex-SIS FOLLOW-UP: Postsecondary

230 Subject Index

- ry Student Follow-up Management Information System. Monograph 1. ED 140 904
- Academic Freedom**
In Defense of Revisionism. ED 141 254
- Academic Standards**
National Plan for Graduate Studies. ED 140 729
- Access to Education**
The Ways and Means: A Study of the Needs and Resources of Students Enrolled in United Negro College Fund Member Institutions. Research Report Vol. 2, No. 1. ED 140 757
- Accident Prevention**
Accident Avoidance Skill Training and Performance Testing. Final Report. ED 140 021
Impact Characteristics of Ice Hockey Helmets. ED 141 331
Safety and You on the Job. ED 140 103
- Accidents**
First Aid in Emergency Care. ED 141 333//
- Accountability**
Accountability and Responsibility in Governmental-Political Communication: A Selected Annotated Bibliography. ED 140 376
The Evolution of Professionalism in Quebec. ED 140 714
Practical Suggestions for Remedial Teachers. ED 140 216
Reform of the Professions in Quebec. ED 140 713
Renewing Liberal Arts Colleges. Identifying, Planning, Implementing, and Assessing Institutional Renewal. Report of the Project on the Assessment of Institutional Renewal. ED 140 712
Report on Urban and Rural Non-Reservation Indians (Task Force Eight: Urban and Rural Nonreservation Indians). Final Report to the American Indian Policy Review Commission. Committee Print. ED 141 011
Structures for Organizational Effectiveness Criteria and Their Implications. ED 140 124
- Accounting**
The Accounting Curriculum as Part of Education for Business in the Community College. ED 140 914
Energy Cost and Consumption Audit Program. 1975-76 Report. ED 140 465//
Machine Accounting. An Instructor's Guide. ED 140 068
- Accounting Periods**
Wealth and the Accounting Period in the Measurement of Means. The Measure of Poverty, Technical Paper VI. ED 141 464
- Accreditation (Institutions)**
An Analysis of the Bases Used By Library Evaluators in the Accrediting Process of the Southern Association of Colleges and Schools. ED 140 800
Handbook on Accreditation. 1977 Revision. ED 140 690
Program Approval Standards and Procedures. Field Trial Edition. ED 141 322
Rules for the Administration of the Teacher Certification Act of 1975. ED 141 329
Standards for Teacher Education Programs. ED 141 350
- Acculturation**
The Italian American Family: The Southern Italian Family's Process of Adjustment to an Urban America. ED 141 235
The Relationship of Chicano Acculturation to Self-Report Anxiety and Attitudes toward Counseling and Psychotherapy. ED 140 143
- Achievement**
Conservation of Equation and Function and Its Relationship to Formal Operational Thought. ED 141 117
Differential Outcomes of Early Childhood Education. ED 140 935
The Effects of Diagnostic Testing as an Organizing Feedback Mechanism on the Achievement of First Year College Biology Students. ED 141 082
National Assessment of Educational Progress. Science Technical Report: Summary Volume. ED 141 135
Piagetian Principles Used in a High School Chemistry Class. ED 141 079
Predictors of Success in Freshman Mathematics. ED 141 124
Relationships Between Selected Teacher Behaviors and Attitudes/Achievements of Algebra Classes. ED 141 118
- Achievement Gains**
Individual Conferences Versus Typed Comments Without Conferences on Graded Freshman English Composition Papers: The El Camino Experiment and the Compton Experiment. ED 140 910
The Use of Congruence between the Items in a Norm-referenced Test and the Content in Compensatory Education Curricula in the Evaluation of Achievement Gains. ED 141 395
- Achievement Need**
Academic Performance Related to Achievement Motive and Locus of Control. ED 140 113
- Achievement Tests**
The Abuses of Standardized Testing. Fastback Series No. 92. ED 141 399
The Decline of Achievement Test Scores: Evidence, Causes and Consequences. ED 141 412
A Field Test of Black English Tests for Teachers. ED 141 405
A Study of the I Don't Know Response in Multiple-Choice Tests. Iowa Testing Programs Occasional Papers, No. 5. ED 141 371
- ACT Assessment**
Trends in the Academic Abilities, Background Characteristics, and Educational and Vocational Plans of College-Bound Students: 1970-71 to 1974-75. ED 141 390
- Action Research**
The Humanistic Approach to Educational Research. ED 140 475
- Activism**
Society and Experience with Particular Reference to Class and Education. ED 141 313
- Activities**
Commissions on the Status of Women: A Progress Report. ED 140 178
Indian Culture Program. Poplar River School No. 050, Negginan, P.O. ED 141 032
Laboratory Mathematics. Booklet 8 - Math Lab Activities. ED 141 174
The Parent's Manual: A Manual of Supplementary Activities for Homebound Children with Severely Handicapping Conditions. ED 140 562
Social Studies: Indians of Canada. Curriculum Unit on Indians of Canada for the Fifth Grade. ED 141 030
- Activity Learning**
Learning to Think in a Math Lab. ED 141 112
- Activity Units**
"Model" Units for the Gifted. [A Compilation of Units for Gifted Students Based on Four Theoretical Models.] ED 140 601
- Adaptation Level Theory**
Habit Strength Differences in Motor Behavior: The Effects of Social Facilitation Paradigms and Subject Sex. ED 141 297
- Adapted Physical Education**
Laboratory Manual in Adapted Physical Education and Recreation. ED 141 285//
- Adjustment (to Environment)**
Primary Prevention for the Senior Citizen: The Preparation for Retirement Program. ED 140 167
Sex Differences in Voluntary Post Marital Dissolution Adjustment. ED 140 183
- Adjustment Problems**
Problems Reported by Students in Educational Methods Courses. ED 140 126
- Administration**
Due Process in Special Education: Resource Book. ED 140 520
- Administrative Agencies**
A Minor Miracle. An Informal History of the National Science Foundation. ED 141 130
Vocational Training. Information Bulletin. Supplement. United Kingdom. ED 139 987
- Administrative Change**
Suggestions to Improve Management of Radio Free Europe/Radio Liberty. Report to the Congress by the Comptroller General of the United States. ED 140 786
- Administrative Organization**
Academic Departments: Problems, Variations, and Alternatives. ED 140 751//
Public Community Colleges in Alaska: A Report of Public Hearings. ED 140 872
Structures for Organizational Effectiveness Criteria and Their Implications. ED 140 124
- Administrative Personnel**
Assessment Centers: An Annotated Bibliography. ED 141 408
Attitudes of North Dakota Implement Dealership Managers towards a Continuing Management Education Program. Report of the Research Study. ED 140 075
Beyond Stress to Effective Management. OSSC Bulletin Vol. 20, Nos. 9 and 10. ED 140 440
Career Education. Administrators and Counselors Implementation Model. Module VIII-Implementation. (8.3) Integration of Coordination of School and Community Resources. ED 140 053
Collective Bargaining: The Faculty Viewpoint; and What Collective Bargaining Means to University Administrators. IRTHE Volume 6, Number 1. ED 140 707
Guidelines for School Staffing Ratios. ERS Report. ED 140 459//
Management by Objectives. ACSA School Management Digest, Series 1, No. 6. ER-IC/CEM Research Analysis Series, Number 33. ED 140 381
Maximizing the Effectiveness of Leadership In-service Education: An Operational Model. ED 140 481
Proposal of a Working Idea for a National Academy for Leadership Development in Post-secondary Education. ED 140 703

- Status of Teachers and Principals Employed in the Rural Schools of the United States. Bulletin, 1932, No. 3. ED 141 053
- A Study of Needs for Possible Inservice Education Programs as Expressed by Secondary English Teachers and as Perceived by Their Administrators. ED 140 351
- Administrative Policy**
- The Federal Civil Rights Enforcement Effort -- 1974. Volume VII: To Preserve, Protect, and Defend the Constitution. A Report of the United States Commission on Civil Rights, June 1977. ED 141 232
- Administrative Principles**
- Guide for Implementing Career Education in Kansas Schools. ED 140 059
- Implementing Career Education. An Administrator's Handbook. ED 140 089
- Administrative Problems**
- Are Elementary Principals Ready For Group Pre-Kindergarten Education? An Empirical Study in Iowa. ED 140 967
- Administrator Attitudes**
- Are Elementary Principals Ready For Group Pre-Kindergarten Education? An Empirical Study in Iowa. ED 140 967
- Elementary Magnet Plan Evaluation, 1975-76. ED 140 496
- General Report of the Alberta School Discipline Study, 1975-76. ED 140 454
- How Is IGE Doing in the Elementary Schools? A Three-Year Survey of IGE Principals. ED 140 426
- Administrator Education**
- The Competency-Based Preparation of Administrators at Teachers College, Columbia University. ED 140 462
- Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii. Phase IV. Final Report. ED 140 039
- Educational Administration: The Developing Decades. ED 140 422//
- Evaluation and Audit of Career and Vocational Teacher Education Centers. Final Report. 1972-1973 School Year. ED 140 081
- Integration Through an Internship--Special Education and General Education. ED 140 463
- Simulation of an Infant Daycare Setting: Implementation and Evaluation. ED 140 937
- Administrator Evaluation**
- Assessment Centers: An Annotated Bibliography. ED 141 408
- Competencies of the Educational Administrator: A Study of the Competencies of the Principals of Normal Schools in Turkey. ED 140 461
- Dysfunctional Elements in the ESEA Title I Structure. ED 140 499
- A Summary of the Recent Literature on the Evaluation of Principals, Teachers, and Students. Occasional Paper No. 18. ED 141 407
- Administrator Guides**
- 400+ Ways to Save Money in Your Schools. ED 140 435//
- An Introduction To State Capacity Buildings: Planning, Management and Delivery of Child and Family Services. ED 140 977
- Administrator Responsibility**
- Career Education. Administrators and Counselors Implementation Model. Module V--Implementation. (5.1) Supervision of Teaching. ED 140 047
- Creative Administration in Recreation and Parks. ED 141 343//
- Dollars and Sense: Budgeting for Today's Campus. ED 140 736//
- Implementing Career Education. An Administrator's Handbook. ED 140 089
- Administrator Role**
- Career Education. Administrators and Counselors Implementation Model. Module III--Teacher Information and Orientation for Administrators. (3.1) Identify Change Strategy. ED 140 042
- Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.4) Plans for Community Involvement. ED 140 046
- Career Education. Administrators and Counselors Implementation Model. Module V--Implementation. (5.2) Curriculum Evaluation. ED 140 048
- The Impact of Collective Bargaining Upon the Principal. ED 140 414
- Role Implications of a Rank Ordering Process by Elementary Principals. ED 140 468
- In the Shadow: Reflections of a State College President. ED 140 740//
- Three Curricular Conflicts. ED 140 702
- Admission Criteria**
- Constructive Partnership: A University Perspective. The Report from the Special Committee on the Interface Study. ED 140 715
- An Examination of Admission Criteria for Graduate Students in Departments of Educational Administration. ED 140 464
- Guidelines for Transfer. Recommendations of the Joint Committee on College Transfer Students. ED 140 722
- On Selecting Graduate Psychology Students: A Tentative Proposal. ED 141 414
- Adolescence**
- Adolescent Research Opinion and National Youth Policy: What We Know and What We Don't Know. ED 140 151
- A Realistic Expectation for Cognitive Growth During Transescence. ED 141 316
- Adolescent Literature**
- Applying a Schema for Studying the Instructive Techniques Employed by Authors of Four Novels for Adolescents. ED 140 300//
- Sacagawea, The Story of an American Indian. ED 140 996//
- Work Content and Attitudes toward Work in Eighth Grade Literature Anthologies. ED 140 336//
- Adolescents**
- Adolescent Peer Group Identifications and the Status Attainment Process. ED 140 108
- Changing Sex Roles and Females' Involvement in Delinquency. ED 140 156
- Goodenough-Harris Test Estimates of Intellectual Maturity of Youths 12-17 Years: Demographic and Socioeconomic Factors. ED 141 417
- "How" You Say Is What You Are: A Study of Adolescent Language Valuation. ED 140 326
- Intervention Strategies for Populations at Risk: A Behavioral Approach to Prevention. ED 140 131
- Transition from Childhood to Adulthood: A Longitudinal Study of Attitude Change over Four Years. ED 140 002
- Adoption (Ideas)**
- The Impact of the Implementation Experience on an Educational Innovation. ED 140 497
- A Longitudinal Investigation of Individual Implementation of Educational Innovations. ED 140 507
- Adult Basic Education**
- Adult Basic Education Follow-Up Study. ED 139 997
- "Operation New Horizons"--Right to Read--Adult Reading Academy. First Annual Report. ED 140 055
- Adult Developmental Activity Program**
- Adult Developmental Activity Program Manual. ED 140 546
- Adult Education**
- Analysis of Adult Learning Experiences in Rural Settings. ED 140 008
- An Analysis of Student Evaluation of Course and Instructor as an Expression of the Student's Values and Adult Education Attitudes. ED 139 992
- Assessment of Computer Assisted Instruction as a Tool for Advancing Adult Learning. ED 140 073
- Financing Community Services Instruction. ED 140 882
- How to Get Those "Extras" Out Of Retirement Living. A Course of Study Designed for Public School Continuing Education Programs. ED 140 177
- A Manual for Teachers of Reading to Adults. ED 140 034
- Modifying Regular Vocational Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1976. ED 140 541
- Office Update. A Course Guide for Adult Business Education Teachers. ED 139 981
- Paid Educational Leave. NIE Papers in Education and Work: Number Six. ED 140 022
- The Relationships among Anomia, Attitude toward Adult Education, and Nonparticipation in Formal Adult Education Activities. ED 139 999
- Responsiveness with Rigor: A Methodology for Diagnosis of Adult Education Needs through Ethnographic Research. ED 139 991
- Rural Development: A Pilot Project in Clinton County, New York. ED 141 060
- Adult Education Programs**
- Seattle Community Learning Center Demonstration Project. Final Report. ED 140 849
- Adult Educators**
- A Study of the Relationships of Selected Personal and Professional Characteristics to Change, Non-Change, and Value-Interest Orientations of Professional Adult Educators. ED 140 006
- A Teacher's Guide to Metrics. A Series of In-Service Booklets Designed for Adult Educators. ED 139 904
- Adult Learning**
- Assessment of Computer Assisted Instruction as a Tool for Advancing Adult Learning. ED 140 073
- The Conceptual and Methodological Development of S(L)EA. ED 139 994
- Learning Derived by Visitors to the Ohio Historical Center. ED 139 998
- Levels of Abstraction and the Adult Reader. ED 140 003
- Adult Literacy**
- The Illiteracy Concept: Defining the Critical Level. ED 140 282
- "Operation New Horizons"--Right to Read--Adult Reading Academy. First Annual Report. ED 140 055
- Adult Reading Programs**
- "Operation New Horizons"--Right to Read--Adult Reading Academy. First Annual Report. ED 140 055
- Adults**
- Color Evoked Potentials in Adults and Infants.

- Transition from Childhood to Adulthood: A Longitudinal Study of Attitude Change over Four Years. ED 140 970
- ED 140 002
- Adult Students**
- Error Analysis and Error Correction in Adult Learners of English as a Second Language. Working Papers on Bilingualism, No. 13. ED 140 663
- Higher Education Technical Amendments. House of Representatives Report No. 95-269. ED 140 720
- Advanced Programs**
- Procedures and Standards for Maryland State Department of Education Evaluation of Planned Programs of Inservice Experiences Developed and Implemented by Local Agencies Leading to the Advanced Professional Certificate. ED 141 366
- Advance Organizers**
- A Consolidation of Advance Organizers and Student-Developed Pre-Reading Questions as a Method to Aid the Retention of Written Information. ED 140 233//
- The Effect upon Comprehension of the Presence and Type of Cognitive Organizer and of the Syntactic Structure of Recall Questions. ED 140 231//
- Investigation of the Effects of Training in the Use of Adjunct Aids on Comprehension When Reading Factual Materials, With Attention Given to Measuring Attitudes. ED 140 235//
- Advisory Committees**
- Leadership Training for Policy Advisory Committees. Conducting Business Meetings Effectively. ED 141 359
- Report of the Advisory Group on Libraries to the Librarian of Congress. ED 140 829
- Aesthetic Education**
- Congruence: A Methodology for Aesthetic Curricular Criticism and Post-Critical Theorizing: Reconceptualizing Knowledge and Methods, as Curricular Foundations, in Secondary Cinematic Arts Education. ED 140 306//
- Affective Behavior**
- The Behavior of Supervisors Assessed by Student Teachers. Research Bulletin No. 37. ED 141 346
- Learning Derived by Visitors to the Ohio Historical Center. ED 139 998
- Psychological Development of the Infant: Reciprocal Interactions Among Caretaker, Infant, and Environment. ED 140 964
- Affective Objectives**
- The Humanities Strand of Project Search. The Humanities Series. ED 141 225
- Notes on a Staff-Team Approach to the Preparation of Educational Psychologists as Facilitators of Energizing Experience in College Teaching. ED 141 213
- Affirmative Action**
- Commissions on the Status of Women: A Progress Report. ED 140 178
- Handbook for Commissions on the Status of Women. ED 140 164//
- Old Age, Handicapped and Vietnam-Era Antidiscrimination Legislation. Labor Relations and Public Policy Series No. 14. ED 140 429//
- Afghanistan**
- Developing a Language Curriculum in Afghanistan. ED 140 232
- Africa**
- Conference of Ministers of Education of African Member States Organized by Unesco with the Co-operation of OAU and ECA. (Lagos, Nigeria, 27 January-4 February 1976.) Final Report. ED 140 493
- Handbook for Teachers. Science Education Programme for Africa. ED 141 074
- African Languages**
- Spoken Fante for Non-Fante Beginners. ED 140 608
- Spoken Twi For Non-Twi Beginners. ED 140 609
- After School Education**
- Teacher Training and Tutorial Program in Reading: Evaluation Period, School Year 1975-1976. ED 141 490
- T.E.A.T.H. Program, English as a Second Language (School Year 1975-1976). ED 141 491
- After School Tutoring**
- Homework Helper Component. Evaluation Period School Year 1974-75. ED 141 441
- Tutoring: Walk and Talk Program, 1975-1976 Academic Year. ED 141 492
- Age**
- Time to Advanced Degree: A Profile of Recent Advanced Degree Recipients. ED 140 762
- Age Differences**
- Age and Socio-Economic Status in Children's Behaviors in Competitive and Cooperative Working Conditions. ED 140 975
- Age and Visual Information Processing. ED 140 991
- Icon Duration and Development. ED 140 990
- Interpersonal Values of Intellectually Gifted Adolescent Females: Single-Sex or Co-Education? ED 140 523
- Temporal Integration and Inferences About Televised Social Behavior. ED 140 962
- Agency Role**
- Elementary and Secondary Education Act of 1976; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-fourth Congress, Second Session on H.R. 11023 to Authorize a Career Education Program for Elementary and Secondary Schools, and for Other Purposes. Hearings Held in Washington, D.C. February 2, September 13 and 20, 1976. ED 139 916
- Implementing the Amended FOI Act. ED 140 303
- NIE's Role in Curriculum Development: Findings, Policy Options, and Recommendations. ED 140 401
- Project Scan: School and Community Project for Abused and Neglected Children. Final Report. ED 141 436
- Report of an Assessment of the Educational Needs of Northern Albertans, 1976. ED 140 998
- Report on Urban and Rural Non-Reservation Indians (Task Force Eight: Urban and Rural Nonreservation Indians). Final Report to the American Indian Policy Review Commission. Committee Print. ED 141 011
- Statistics Concerning Indian Education, Fiscal Year 1974. ED 141 045
- Statistics Concerning Indian Education, Fiscal Year 1975. ED 141 046
- Statistics Concerning Indian Education, Fiscal Year 1976. ED 141 047
- Aggression**
- The Culpable Victim in Mendelsohn's Typology. ED 140 138
- Sex and Sex-Role Orientation as Determiners of Preference for Humorous Statements: A Test of Hobbes Superiority Theory of Humor. ED 140 123
- Agribusiness**
- Attitudes of North Dakota Implement Dealership Managers towards a Continuing Management Education Program. Report of the Research Study. ED 140 075
- Agricultural Education**
- Course Outlines in Vocational Agriculture. Research Project. ED 140 080
- Agricultural Laborers**
- Florida Agricultural Labor and Unemployment Insurance. Bulletin 767, January 1975. ED 141 038
- Migration and the Cost of Unemployment Insurance Protection for Agricultural Workers. Bulletin 760(Technical); NE-58 Research Bulletin, October 1973. ED 141 037
- Agriculture**
- American Industries. Performance Objectives. Volume 1. ED 139 976
- Comparative Study of Population Growth and Agricultural Change: C - Case Study of India. Asian Population Studies Series No. 23. ED 141 075
- Air**
- Air and Life. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 223. [Project COAST]. ED 141 151
- Air Conditioning**
- Air Conditioning. Performance Objectives. Intermediate Course. ED 139 937
- Air Force**
- Prediction of Air Force Technical Training Success from ASVAB and Educational Background. ED 140 098
- Air Force Reserve Officers Training Corps**
- Predicting Success in the AFROTC Scholarship Program. Final Report, January 1976-January 1977. ED 141 420
- Air Pollution Control**
- Children, Pediatricians, and Polluted Air. ED 140 539
- Alabama (Huntsville)**
- Delinquency Prevention Center Program. ED 140 578
- Alaska**
- Public Community Colleges in Alaska: A Report of Public Hearings. ED 140 872
- Alaska (Southeast)**
- Indian Studies Program. ED 141 008
- Alaska Natives**
- Indian Studies Program. ED 141 008
- Alberta**
- General Report of the Alberta School Discipline Study, 1975-76. ED 140 454
- School Facility Logistics. A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives. ED 140 472
- School Facility Logistics: A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives. Executive Summary. ED 140 473
- School Vandalism in Alberta: An Investigation into the Nature, Costs, and Contributing Factors. ED 140 453
- Alberta (North)**
- Report of an Assessment of the Educational Needs of Northern Albertans, 1976.

- ED 140 998
- Alberta Correspondence School**
A Cost-Benefit Study of the Alberta Correspondence School.
ED 140 470
- Alcohol Education**
Alcohol Education: Curriculum Guide for Grades 7-12.
ED 140 180
Television and Alcohol Consumption and Abuse. Rand Paper Series No. P-562L.
ED 140 163
- Alcoholic Beverages**
Alcohol Education: Curriculum Guide for Grades 7-12.
ED 140 180
- Alcoholism**
The 1976 Evaluation of the Navy's Alcohol Rehabilitation Programs.
ED 140 146
New Headings: Navy Alcoholism Prevention Program. Third Edition.
ED 140 145
What Makes a Good Alcohol Counselor?
ED 140 120
The Whole College Catalog About Drinking: A Guide to Alcohol Abuse Prevention.
ED 140 152
- Algorithms**
Inquiry in Development: Efficiency and Effectiveness of Algorithmic Representations in a Laboratory Situation.
ED 140 789
- Alternative Schools**
Elementary Magnet Plan Evaluation, 1975-76.
ED 140 496
Implementing Alternative Schools; Lessons from the Minneapolis Experience.
ED 141 437
Implementing English Programs in Alternative Schools.
ED 140 356
- Alternatives to Standardized Testing**
The Abuses of Standardized Testing. Fastback Series No. 92.
ED 141 399
- Altruism**
Moral Development: An Annotated Bibliography.
ED 140 981
- Ambiguity**
Domain Specificity in Tolerance for Ambiguity.
ED 140 139
- American College Testing Program**
Collegiate Enrollments in the U.S., 1976-77. Statistics, Interpretation, and Trends in 4-Year and Related Institutions.
ED 140 697
- American Culture**
German-Speaking People of Europe.
ED 140 621
- American History**
1976 Retrospect...; Proceedings of Children's Literature Institute (5th, University of Toledo, Summer, 1976).
ED 140 345
- American Indian Culture**
Kanien'Keha' Okara'Shon: 'A. Mohawk Stories.
ED 140 669
- American Indian Languages**
Kanien'Keha' Okara'Shon: 'A. Mohawk Stories.
ED 140 669
A Sketch of Kutchin Phonology. Working Papers in Linguistics, Vol. 7, No. 3, May-June, 1975.
ED 140 605
- American Indians**
3 Lakota Grandmother Stories - Health Lessons for Young People.
ED 140 995//
The Adequacy of Health Care Among the Indian and Spanish Populations in Polk, Lincoln, Benton, Linn and Southwestern Portion of Marion Counties. A Public Opinion Perspective.
ED 141 048
- AISOM (The American Indian School of Medicine), March 1977.**
ED 141 026
- Americans for Indian Opportunity (AIO) Annual Report, 1975.**
ED 141 024
- Curriculum Aid to Indian Studies.** Thornlea Secondary School, Thornhill, Ontario.
ED 141 031
- Daisy Hooee Nampeyo, The Story of an American Indian.**
ED 140 997//
- Hard Choices: Development of Non-Energy Non-Replenishable Resources.** AIO Report No. 10.
ED 141 027
- Indian Culture Program.** Poplar River School No. 050, Neginan, P.O.
ED 141 032
- Indian Education Project, 1974.**
ED 141 017
- Indian Education Project: An Abridgment.**
ED 141 016
- Johnson-O'Malley Annual Report, Fiscal Year 1972.**
ED 141 049
- Lakota Social System.**
ED 141 013
- The Lummi Indians - Economic Development and Social Continuity.**
ED 141 007//
- Real Choices in Indian Resource Development: Alternatives To Leasing.** AIO Report-Billings Conference (Billings, Montana, January 30, 31, and February 1, 1975).
ED 141 025
- Report of an Assessment of the Educational Needs of Northern Albertans, 1976.**
ED 140 998
- Reservation Economic Development. A Course in Small Business.**
ED 141 015
- Sacagawea, The Story of an American Indian.**
ED 140 996//
- Social Studies: Indians of Canada. Curriculum Unit on Indians of Canada for the Fifth Grade.**
ED 141 030
- Sovereignty: The Navajo Nation and Taxation.**
ED 141 019
- Statistics Concerning Indian Education, Fiscal Year 1974.**
ED 141 045
- Statistics Concerning Indian Education, Fiscal Year 1975.**
ED 141 046
- Statistics Concerning Indian Education, Fiscal Year 1976.**
ED 141 047
- Tribal Law and Development Policies.**
ED 141 012
- Utilization of Estuarine Organisms by the Indians. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 210. (Project COAST).**
ED 141 146
- American Indian School of Medicine AZ**
AISOM (The American Indian School of Medicine), March 1977.
ED 141 026
- American Issues Forum**
Materials for Using American Issues Forum in the American History Classroom. Topic VI: The Business of America.
ED 141 219
- Working in America, Part III. Materials for Using American Issues Forum in the American History Classroom, Topic V.**
ED 141 222
- Working in America, Part II. Materials for Using American Issues Forum in the American History Classroom, Topic V.**
ED 141 221
- Working in America, Part I. Materials for Using American Issues Forum in the American History Classroom, Topic V.**
ED 141 220
- Americans for Indian Opportunity**
Americans for Indian Opportunity (AIO) Annual Report, 1975.
ED 141 024
- Anatomy**
Kinesiology Workbook and Laboratory Manual.
ED 141 275//
- Manual of Structural Kinesiology.** Eighth Edition.
ED 141 334//
- Anchor Test Study**
Anchor Test Study: School, Classroom, and Pupil Correlates of Fifth-Grade Reading Achievement.
ED 141 418
- Ancillary Services**
Florida Migratory Child Compensatory Program. Evaluation, 75-76.
ED 140 999
- Androgyny**
The Process of Sex-Role Integration in Psychotherapy. Symposium.
ED 140 153
- Animal Behavior**
Sea World Curriculum Guide. Program Theme: Behavior K-3.
ED 141 085
Sea World Curriculum Guide. Program Theme: Behavior 4-8.
ED 141 086
- Animal Facilities**
Skin, Scale, Feather, and Fur.
ED 141 486
- Annotated Bibliographies**
About Community College Community Education and Community Services. A "Brief" Highlighting Important Literature since 1965 about Community Education and Community Services in the Community College.
ED 140 927
About Community College Finance. A "Brief" Highlighting Important Literature since 1973 about Finance in the Community College.
ED 140 928
About the Students. A "Brief" Highlighting Important Literature since 1973 on Student Characteristics and the Development of Programs to Meet Student Needs.
ED 140 929
Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 6. VT 103 401-103 600.
ED 140 019
Accountability and Responsibility in Governmental-Political Communication: A Selected Annotated Bibliography.
ED 140 376
Assessment Centers: An Annotated Bibliography.
ED 141 408
An Assessment of Research Needs of Women in the Rural United States: Literature Review and Annotated Bibliography.
ED 141 465
Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 1.
ED 140 626
Cartel. Annotated Bibliography of Bilingual Bicultural Materials. Vol. III, No. 42.
ED 140 677
Cartel: Annotations and Analyses of Bilingual Multicultural Materials. Winter 1976-77. Vol. IV, No. 2.
ED 140 613
Curriculum Aid to Indian Studies. Thornlea Secondary School, Thornhill, Ontario.
ED 141 031
Departments and Department Chairs: Organizational and Administrative Influences on Undergraduate Teaching. An Annotated Bibliography. On Teaching Undergraduate Sociology.
ED 140 701
Energy Conservation in the Food System: A Publications List.
ED 140 510
The Evaluation of Instructional Programs. ERS Annotated Bibliography.
ED 140 457//
Food Service Programs for Children: An Annotated Bibliography. Library List No. 99.
ED 140 479
Grade Equivalent Scores: An Annotated Bibliography.
ED 141 386
Intercultural Communicator Resources.
ED 140 622
Journalism Abstracts: M.A., M.S., Ph.D. Theses in Journalism and Mass Communication. Vol. 14.
ED 140 333

- Mass Communication in Malaysia: An Annotated Bibliography. ED 140 347//
- Microteaching: A Selected Bibliography. ED 141 266
- The Multihandicapped: A Selective Bibliography of Non-Print Materials. ED 140 834
- The Multihandicapped: A Selective Bibliography of Non-Print and Print Materials. ED 140 835
- Private Elementary and Secondary Education: A Bibliography of Selected Publications (1950-1974). ED 140 498
- Program Planning Guidelines: A Review of Research with Implications for the Education and Training of the Severely to Profoundly Mentally Retarded. ED 140 518
- Project Follow Through: An ERIC Abstract Bibliography. ED 140 978
- A Review of the Definition and Measurement of Poverty: Volume I, Summary Review Paper; Volume II, Annotated Bibliography. The Measure of Poverty, Technical Paper III. ED 141 424
- School Law: A Selected Bibliography to Resources. ED 140 505
- Selected Bibliography of Polish Educational Materials, Vol. 14, No. 1, 1975. ED 141 261
- A Selective Bibliography of Audio-Visual Materials Reflecting a Civil Liberties Theme. ED 140 794
- Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. ED 141 059
- State Assessment and Testing Programs: An Annotated ERIC Bibliography. Volume I: General References. Volume II: Individual State Programs. ED 141 389
- Teaching Sociology: A Bibliography. Second Edition, June 1977. ED 141 255
- World Trends in Environmental Education. Educational Documentation and Information: Bulletin of the International Bureau of Education, No. 200, 3rd Quarter 1976. ED 141 179
- Annual Reports**
- Alfred P. Sloan Foundation Report for 1976. ED 140 798
- Americans for Indian Opportunity (AIO) Annual Report, 1975. ED 141 024
- Annual Report of the General Library for the Period 1972-1976 University of California, Berkeley. ED 140 868
- Annual Report of the Librarian of Congress. Fiscal Year Ending June 30, 1973. ED 140 824
- Annual Report of the Librarian of Congress. Fiscal Year Ending June 30, 1972. ED 140 825
- A Cost-Benefit Model for the Instructional Development Services. ED 140 856
- Johnson-O'Malley Annual Report, Fiscal Year 1972. ED 141 049
- National Commission on Libraries and Information Science. Annual Report to the President and Congress. 1975-1976. ED 140 799
- SOLINET Annual report 1975-1976. ED 140 828
- Anomalies**
- Prenatal Care Training. ED 140 580
- Anthropological Linguistics**
- Tahitian Words for Race and Class. Working Papers of the Language Behavior Research Laboratory, No. 40. ED 140 680
- Anti Social Behavior**
- The Pendleton Project: Semi-Annual Narrative Report, July 12, 1976. ED 140 134
- The Pendleton Project: Semi-Annual Narrative Report, January 10, 1977. ED 140 135
- Anxiety**
- A Comparison of Exercise and Meditation in Reducing Physiological Response to Stress. ED 141 339
- The Interaction Model of Anxiety: Some Possible Implications. ED 141 296
- The Relationship of Chicano Acculturation to Self-Report Anxiety and Attitudes toward Counseling and Psychotherapy. ED 140 143
- Sex Differences in Voluntary Post Marital Disolution Adjustment. ED 140 183
- Stress Testing Recovery EMG for Evaluation of Biofeedback and Progressive Muscle Relaxation Training Effects. ED 141 338
- Appliance Repairing**
- Appliance Services. Basic Course. Career Education. ED 139 952
- Appliance Services. Intermediate Course. Career Education. ED 139 951
- Applications Technology Satellite-6**
- A Synthesis of the Final Reports and Evaluations of the ATS-6 Satellite Experiments in Health, Education and Telecommunications. ED 140 783
- Applied Linguistics**
- A Survey of Applied Linguistics. ED 140 678//
- Applied Reading**
- Adaptive Assessment for Nonacademic Secondary Reading. ED 140 240
- Apprenticeships**
- National Apprenticeship and Training Standards for Glaziers and Glassworkers. Revised. ED 139 920
- Aptitude Tests**
- Prediction of Air Force Technical Training Success from ASVAB and Educational Background. ED 140 098
- Verbal and Mathematical Ability of High School Juniors in 1974: A Norms Study of PSAT/NMSQT. Research Bulletin RB-76-27. ED 141 372
- Arbitration**
- From Impasse to "Lockout": Community College of Beaver County, September 1976. Special Report #30. ED 140 907
- Training Resource Manual on Arbitration in the Public Schools. ED 140 409
- Architectural Barriers**
- Architectural Accessibility for the Disabled of College Campuses. ED 140 438
- How to Conduct a Barrier Survey. ED 140 548
- Architectural Programming**
- Architectural Accessibility for the Disabled of College Campuses. ED 140 438
- Arithmetic**
- Immersion Education in Ireland: A Critical Review of Macnamara's Findings. Reply to Dr. Cummins. Reply to the Reply. Working Papers on Bilingualism, No. 13. ED 140 666
- Use of the Cranmer Abacus by Blind Persons. ED 140 531
- Arizona**
- Arizona History Resource Guide: A Resource Guide for Arizona Classroom Teachers. ED 141 207
- Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume I: Executive Summary. ED 141 042
- Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume II: Migrant Population and Programs - Characteristics and Trends. ED 141 043
- Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume III: Educational Assessment. ED 141 044
- Arizona (Willcox)**
- World View and Educational Change: A Study of Time in a Small School District. ED 141 035
- Arizona Young Authors Conference**
- Encouraging Young Authors and Young Readers. ED 140 253
- Arizona Young Readers Award**
- Encouraging Young Authors and Young Readers. ED 140 253
- Armed Forces**
- Hearings on the Need for Continuation of the Uniformed Services University of the Health Sciences before the Investigations Subcommittee of the Committee on Armed Services, House of Representatives, Ninety-Fifth Congress, First Session. ED 140 763
- Simulation in Maintenance Training: Now That I've Thrown Out the Bath Water, Where is the Dear Baby? ED 140 781
- A Study of the Army's Advanced Civilian Schooling Programs. ED 140 755
- Armed Services Vocational Aptitude Battery**
- Prediction of Air Force Technical Training Success from ASVAB and Educational Background. ED 140 098
- Army**
- Guidebook for the Development of Army Training Literature. Combat Training Techniques. ED 140 099
- A Study of the Army's Advanced Civilian Schooling Programs. ED 140 755
- Arousal Patterns**
- Habit Strength Differences in Motor Behavior: The Effects of Social Facilitation Paradigms and Subject Sex. ED 141 297
- Stimulus-Seeking, Extraversion, and Neuroticism in Regular, Occasional, and Non-Exercisers. ED 141 301
- Art**
- Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977. ED 141 249
- Art Education**
- Commercial and Advertising Art. Performance Objectives. Basic Course. ED 139 944
- Commercial and Advertising Art. Performance Objectives. Intermediate Course. ED 139 958
- A Comparison of the Effects of Two Programs on the Development of Visual Perception and Reading Achievement-Art: A Perceptual Approach and the Frostig Program for the Development of Visual Perception. ED 140 254//
- The Development of a Mini-Course in Teaching Gesture Drawing. ED 140 918
- Leadership in the Arts: A Testing of Assumptions. ED 141 258
- A Tri-Level Study of Arts Education: Report to the "Arts, Education and Americans Panel." ED 141 257
- Art Expression**
- Daisy Hooee Nampeyo, The Story of an American Indian. ED 140 997//

- Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977. ED 141 249
- Articulation (Program)**
Articulation of Vocational Education Curriculum between Secondary and Post-Secondary Levels in Wisconsin. Final Report. ED 140 077
Constructive Partnership: A University Perspective. The Report from the Special Committee on the Interface Study. ED 140 715
Guidelines for Transfer. Recommendations of the Joint Committee on College Transfer Students. ED 140 722
- Articulation (Speech)**
Developmental Aspects of English Segment Duration. ED 140 634
- Artificial Intelligence**
The Flow Tutor: Schemas for Tutoring. Technical Report No. 7702. ED 140 821
- Asia (Southeast)**
Development Planning in Southeast Asia: Role of the University. ED 140 681
- Asian Americans**
The Life, Influence and the Role of the Chinese in the United States, 1776-1960. Proceedings of the National Conference Held at the University of San Francisco July 10, 11, 12, 1975. ED 141 422
- Asian Programme of Educ Innovation for Development**
Regional Experts Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 25 February - 4 March 1974). Final Report. ED 140 388
Second Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Tokyo, 26-31 May 1975). Final Report. ED 140 389
Third Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 19-24 January 1976). Final Report. ED 140 390
- Asian Studies**
An Overview of Communication Research in Asia: Status, Problems and Needs. Papers of the East-West Communication Institute No. 6. ED 140 362
- Aspiration**
Adolescent Peer Group Identifications and the Status Attainment Process. ED 140 108
- Assertiveness**
The Assertion of Power: Ideals, Perceptions, and Styles. ED 140 130
- Assessment Centers**
Assessment Centers: An Annotated Bibliography. ED 141 408
- Assistant Principals**
Salary Report #1. Principals and Assistant Principals. Administrative Information Report. ED 140 403
Salary Report #2. Principals and Assistant Principals. Administrative Information Report. ED 140 382
- Association (Psychological)**
Interpersonal Attraction in a Seven-Person Mixed-Motive Game: Nobody Likes a Loser. ED 140 161
- Association Educational Communications Technology**
Abstracts of Papers Presented at the April 1977 Convention of the Association for Educational Communications and Technology, Research & Theory Division. ED 140 842
- Association for Childhood Education International**
Developing Programs for Infants & Toddlers. ED 140 954
- Associative Learning**
Word Learning in Beginning Readers and Pre-readers. ED 140 248
- Athapaskan Languages**
A Sketch of Kutchin Phonology. Working Papers in Linguistics, Vol. 7, No. 3, May-June, 1975. ED 140 605
- Athletes**
The Interaction Model of Anxiety: Some Possible Implications. ED 141 296
Physiological Alterations Observed in Young Competitive Swimmers During Three Years of Intensive Training. ED 141 337
The Relationship of Various Psychosocial Variables on the Positioning of College Ice Hockey Players. ED 141 340
- Athletes Designated Positions**
The Relationship of Various Psychosocial Variables on the Positioning of College Ice Hockey Players. ED 141 340
- Athletic Coaches**
Principles of Modern Soccer. ED 141 283//
- Athletic Equipment**
Impact Characteristics of Ice Hockey Helmets. ED 141 331
- Athletics**
Impact Characteristics of Ice Hockey Helmets. ED 141 331
Physical Education, Sports and the Sciences: Papers Presented in Honor of H. Harrison Clarke. ED 141 288//
- Attachment Behavior**
Facilitating a Positive Interaction Between Parent and Infant in the Neonatal Intensive Care Unit. ED 140 971
A Predictive Analysis of Early Parental Attachment Behavior. ED 140 955
- Attendance**
Project MACK. Final Evaluation Report 1974-1975. ED 140 415
The Relationship of Task Characteristics to Attitudes, Absenteeism, Stress and Performance Among College Students. ED 140 181
Student-Parent Activities Center, June 1976. ED 141 487
- Attendants**
Service Station Attendant. Performance Objectives. Basic Course. ED 139 949
- Attitudes**
A Comparison of Citizen and Leader Perceptions of Selected Quality of Life Indicators. ED 141 033
Culture-Specific Belief Stereotyping and its Personality, Attitudinal and Intellectual Correlates. ED 141 453
An Evaluation of Visitor Response to "Man In His Environment." Final Report. ED 141 078
A Factor Analytic Study of the Credibility of Newspaper and TV News. ED 140 334//
Fostering Positive Attitudes Toward the Handicapped: A Selected Bibliography of Multimedia Materials. ED 140 515
Human Values in Medical Education. Annual Oration of the Society for Health and Human Values. ED 141 184
Mosaic. Hispanic Sub-Cultural Values: Similarities and Differences. ED 141 466
- A Public Review in Federal Region VI of the Federal Interagency Day Care Requirements. ED 140 966
Results of YLS Survey on Specialization/Relicensing. ED 141 240
A Selected Bibliography on Attitudes Toward the Handicapped. ED 140 517
Student Attitudes Toward Science Before and After Introductory College Physics Courses. ED 141 080
- Attitude Tests**
A Field Test of Black English Tests for Teachers. ED 141 405
- Attribution Theory**
Attribution of Fault to Rape Victims. ED 140 106
- Audience Analysis**
A Factor Analytic Study of the Credibility of Newspaper and TV News. ED 140 334//
- Audiences**
Reports on Standardized Economic Figures for Small Newspapers and City Editors' Knowledge about Their Audience. America Newspaper Publishers Association News Research Bulletin, No. 2. ED 140 349
- Audiovisual Aids**
Demonstration and Evaluation of a Microfiche-Based Audio/Visual System. ED 140 809
The Multihandicapped: A Selective Bibliography of Non-Print Materials. ED 140 834
The Multihandicapped: A Selective Bibliography of Non-Print and Print Materials. ED 140 835
A Selective Bibliography of Audio-Visual Materials Reflecting a Civil Liberties Theme. ED 140 794
- Audiovisual Instruction**
To Determine Whether Videotape Instruction is More Effective for Learning than the Traditional Didactic Approach. ED 140 831
- Auditory Training**
LISTENING: A Curriculum Guide for Teachers of Visually Impaired Students. ED 140 532
- Aurally Handicapped**
DHEW Research, Service, and Training Programs in Hearing, Speech, and Language: A Summary of Areas of Interest, Funding Mechanisms, Review Processes, and Information Sources. ED 140 564
The Teen-Age Years: A Time to Declare Independence. ED 140 576
- Australia**
The Mount Druitt Early Childhood Project. Second Annual Report to Bernard Van Leer Foundation. ED 140 960
New Directions in Australian Education. ED 140 410
Proceedings, First Australian Seminar on Japanese Language Teaching. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 17. Papers in Japanese Linguistics, 4. ED 140 670
- Austria**
English Language Teaching Profile: Austria. Literature Annex. ED 140 648
- Authoritarianism**
Inner-City Teachers More Authoritarian. ED 141 303
- Authors**
1976 Retrospect...; Proceedings of Children's Literature Institute (5th, University of Toledo, Summer, 1976). ED 140 345

- An Assessment of Lesson Review as a Formative Evaluation Tool. ED 140 775
- Autism**
Teaching Language to Autistic Children. ED 140 543
- Auto Body Repairmen**
Automotive Body Repair. Performance Objectives. Basic Course. ED 139 950
Automotive Body Repair. Performance Objectives. Intermediate Course. ED 139 957
- Autoinstructional Aids**
Brazil: Intercultural Experiential Learning Aid. ED 140 624
Espana: Building Bridges of Understanding with the People of Spain. ED 140 618
Intercultural Communicating. ED 140 619
Koreans: Building Bridges of Understanding. ED 140 623
Latin America: Intercultural Experiential Learning Aid. ED 140 620
People of Japan: Building Bridges of Understanding. ED 140 625
- Autoinstructional Programs**
The Self-Teaching Process in Higher Education. ED 140 735//
- Auto Mechanics**
Auto Mechanics. Performance Objectives. Basic Course. ED 139 948
Diesel Mechanics. Performance Objectives. Basic Course. ED 139 941
Diesel Mechanics. Performance Objectives. Intermediate Course. ED 139 942
Gasoline Engine Mechanics. Performance Objectives. Intermediate Course. ED 139 928
Gasoline Engine Mechanics. Performance Objectives. Basic Course. ED 139 929
- Auto Mechanics (Occupation)**
Service Station Attendant. Performance Objectives. Basic Course. ED 139 949
- Bantu Languages**
Spoken and Written Communication: Are Five Vowels Enough? ED 140 640
- Basic Educational Opportunity Grants**
Federal Student Aid: Who Receives It and How Is It Packaged? ED 140 727
- Basic Reading**
Analysis of Comprehension Practices in a Basal Series at the Intermediate Level. ED 140 222
Toward Competency-Based Reading Systems. ED 140 265
- Basic Skills**
Career Education and Basic Academic Achievement. A Descriptive Analysis of the Research. ED 140 032
Cross-Age Tutoring in Elementary Basic Math. ED 141 110
ICIM, Individualized, Competency Based, Instruction in Mathematics: Basic Mathematical Skills. Chicago State University Mathematics Remediation Program. ED 141 088
The National Conference on Minimum Competencies: Trends and Issues. Proceedings. (City University of New York, March 4, 1977) ED 141 404
Self Concept Development for High Risk Students in the Community College. ED 140 878
- Basque**
A Basque-English Dictionary: A Twentieth-Century Reality? ED 140 646
- Beginning Reading**
A Comparison of the Effects of Two Programs on the Development of Visual Perception and Reading Achievement--Art: A Perceptual Approach and the Frostig Program for the Development of Visual Perception. ED 140 254//
Effects of Class Size on Reading Achievement in Grades 1-3 in the Madison Metropolitan School District (1974-1976). ED 140 256
The Importance of Teaching Blending in Beginning Reading Programs: Some Recent Research Findings. ED 140 270
Reading and TV: Proceedings of the Spring 1972 Rutgers University Reading Conference. ED 140 258
Relationships among Teacher and Pupil Self-Concept and Pupil Reading Achievement at the First Grade Level. ED 140 229//
Six Case Studies in Learning to Read. ED 140 247//
Some Relationships between Maternal Variables, Reading Achievement and I.Q. for Low SES Black First Graders. ED 140 273
A Survey and Comparison of Beginning Reading Instruction Practices in English Versus Spanish for Mexican American Children in First-Grade Classrooms in Texas. ED 140 255//
Word Learning in Beginning Readers and Pre-readers. ED 140 248
- Beginning Teachers**
A Comparison of the Content of English Methods Courses with the Needs of Beginning Secondary School English Teachers. ED 140 307//
Pennsylvania Competency-Based Teacher Education. Competencies: Industrial Arts Education. ED 140 071
- Behavior**
An Introduction to Skills for Ethical Action. ED 141 253
Sequential Analysis of Visual and Verbal Behavior During Dyadic Conversation. ED 140 141
Television and Alcohol Consumption and Abuse. Rand Paper Series No. P-562L. ED 140 163
- Behavioral Counseling**
Toward a Moral Criterion for Use by Behavior Modifiers. ED 140 118
- Behavioral Objectives**
Air Conditioning. Performance Objectives. Intermediate Course. ED 139 937
American Industries. Junior Hi. Pre-Vocational. Power and Transportation. ED 139 967
American Industries. Performance Objectives. Volume 2. ED 139 968
American Industries. Performance Objectives. Volume 1. ED 139 976
Appliance Services. Basic Course. Career Education. ED 139 952
Appliance Services. Intermediate Course. Career Education. ED 139 951
Auto Mechanics. Performance Objectives. Basic Course. ED 139 948
Automotive Body Repair. Performance Objectives. Basic Course. ED 139 950
Automotive Body Repair. Performance Objectives. Intermediate Course. ED 139 957
Building Maintenance. Performance Objectives. Basic Course. ED 139 963
Business Machine Maintenance. Performance Objectives. Intermediate Course. ED 139 930
- Business Machine Maintenance. Performance Objectives. Basic Course. ED 139 931
Cabinetmaking. Performance Objectives. Basic Course. ED 139 932
Carpentry. Performance Objectives. Basic Course. ED 139 962
Child Care Services Guide. Performance Objectives. Criterion Measures. Home Economics. ED 139 934
Commercial and Advertising Art. Performance Objectives. Basic Course. ED 139 944
Consumer Education--Home Economics. Performance Objectives. Criterion Measures. Home Economics. ED 139 979
Custodial Services and Building Maint: Performance Objectives. ED 139 933
The Development of a Mini-Course in Teaching Gesture Drawing. ED 140 918
Diesel Mechanics. Performance Objectives. Basic Course. ED 139 941
Diesel Mechanics. Performance Objectives. Intermediate Course. ED 139 942
Drafting. Performance Objectives. Basic Course. ED 139 940
Electronics Technology. Performance Objectives. Basic Course. ED 139 938
Exploration of Child Care, Guidance and Service Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 964
Exploration of Food Management, Production and Services Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 965
Exploration of Home Furnishings, Equipment and Services Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 974
Exploration of Institutional Home Management and Supportive Services Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 966
Family Living. Performance Objectives. Criterion Measures. Home Economics. ED 139 969
Food Preparation and Service. An Introductory Course for Food Services Careers. ED 140 035
Food Production and Services. Performance Objectives. Criterion Measures. Home Economics. ED 139 935
Fundamentals of Child Care Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 970
Gasoline Engine Mechanics. Performance Objectives. Intermediate Course. ED 139 928
Gasoline Engine Mechanics. Performance Objectives. Basic Course. ED 139 929
Graphic Communications. Industrial Arts. Performance Objectives. Junior High School. ED 139 972
A Handbook for Teachers of Three, Four, and Five Year Old Migrant Children. ED 141 001
Home Economics Education. Curriculum Planning Guidelines. Levels III-IV-V. ED 140 069
Home Economics. Sample Test Items. Levels I and II. ED 140 066
ICIM, Individualized, Competency Based, Instruction in Mathematics: Basic Mathematical Skills. Chicago State University Mathematics Remediation Program. ED 141 088
Law Enforcement Careers. Performance Objectives. Intermediate Course. ED 139 954
Law Enforcement Careers. Performance Objectives. Basic Course. ED 139 955

Machine Shop. Performance Objectives. Intermediate Course. Career Education.

ED 139 953

Marine Engine Mechanics. Performance Objectives. Intermediate Course.

ED 139 960

Marine Engine Mechanics. Performance Objectives. Basic Course.

ED 139 961

Masonry. Basic Course. Career Education.

ED 139 959

Masonry. Performance Objectives. Intermediate Course.

ED 139 945

Metals. Industrial Arts. Performance Objectives. Junior High School.

ED 139 973

Nursing Education in High Blood Pressure Control. Report of the Task Force on the Role of Nursing in High Blood Pressure Control.

ED 140 036

Orientation to Home Economics Occupations. Performance Objectives. Criterion Measures. Home Economics.

ED 139 975

Personal Career Orientation. Performance Objectives. Criterion Measures. Home Economics.

ED 139 977

Printing. Performance Objectives. Basic Course.

ED 139 943

Printing. Performance Objectives. Intermediate Course.

ED 139 939

Radio and Television Servicing. Intermediate Course.

ED 139 936

Service Station Attendant. Performance Objectives. Basic Course.

ED 139 949

Sheetmetal. Performance Objectives. Basic Course.

ED 139 956

Welding. Performance Objectives. Basic Course.

ED 139 947

Welding. Performance Objectives. Intermediate Course.

ED 139 946

Woods. Industrial Arts. Performance Objectives. Junior High School.

ED 139 978

Behavioral Science Research

Differences in Brazelton Scale Performance Between Puerto Rican and North American White and Black Newborns.

ED 140 984

Intrinsic Rewards and Learning for Cooperation.

ED 141 202

Psychological Development of the Infant: Reciprocal Interactions Among Caretaker, Infant, and Environment.

ED 140 964

Behavior Change

Behavior Clinics: A Method to Change Attitudes?

ED 140 129

Behavior Disorders: Some Suggestions for the Classroom Teacher.

ED 140 566

Classroom Management and Module.

ED 141 272

Continuous Utilization of Biofeedback in Psychotherapy.

ED 140 140

Educating Severely Handicapped Children and Youth: Highlights of the 70's. A Selected Bibliography.

ED 140 514

Intervention Strategies for Populations at Risk: A Behavioral Approach to Prevention.

ED 140 131

Program Planning Guidelines: A Review of Research with Implications for the Education and Training of the Severely to Profoundly Mentally Retarded.

ED 140 518

Psychological and Physiological Alternatives in the Control of Human Communicative Behavior.

ED 141 215

Questions Persist About Federal Support for Development of Curriculum Materials and Behavior Modification Techniques Used in Local Schools. A Report.

ED 140 386

Behavior Patterns

The Assertion of Power: Ideals, Perceptions, and Styles.

ED 140 130

Black Stylization and Implications for Child Welfare. Final Report.

ED 141 423

Community College Library Cooperation: A Behavioral and Dynamic Model.

ED 140 818

Domain Specificity in Tolerance for Ambiguity.

ED 140 139

Habit Strength Differences in Motor Behavior: The Effects of Social Facilitation Paradigms and Subject Sex.

ED 141 297

Less Eye Contact When Closer? Depends Upon Your Partner's Sex.

ED 140 185

Moral Development: An Annotated Bibliography.

ED 140 981

Behavior Problems

Alternative Approaches to Treating Children and Families Who Exhibit Behavior Problems: Introduction.

ED 140 595

Behavior Disorders: Some Suggestions for the Classroom Teacher.

ED 140 566

A Diagnostic/Prescriptive System to Aid in the Treatment of Behavioral Disorders.

ED 140 597

Interagency Outclient Service Delivery to Young Children and Their Families.

ED 140 596

Relationship between Student Participation in a Secondary School Reading Program and Selected School Performance Variables.

ED 140 217//

Residential Behavior Therapy Treatment as an Intensive Care Approach to the Development of Community Competence.

ED 140 598

Student Assessment Service: A Model for Assessment of Learning and Behavior Problems in the High School.

ED 140 157

Behavior Rating Scales

The Development of a Student Observation of Teachers Instrument for Use in High Schools.

ED 141 409

Students' Evaluations of Instructional Effectiveness: Research and a Survey Instrument.

ED 141 413

Behavior Theories

Toward a Moral Criterion for Use by Behavior Modifiers.

ED 140 118

Belgium

EFL in Belgian Elementary Schools. Some Remarks in the Light of a Flemish Experiment.

ED 140 641

Beliefs

Culture-Specific Belief Stereotyping and its Personality, Attitudinal and Intellectual Correlates.

ED 141 453

Bell Laboratories

Bell Laboratories Book Acquisition, Accounting and Cataloging System (BELLTIP).

ED 140 869

Bias

The Effect of Using Different Levels of Research Purpose Information to Comply with Ethical Guidelines in Classroom Research.

ED 141 199

Bibliographic Citations

Citation Survey of Education Literature.

ED 140 832

Microteaching: A Selected Bibliography.

ED 141 266

Bibliographies

Beyond Stress to Effective Management. OSSC Bulletin Vol. 20, Nos. 9 and 10.

ED 140 440

A Bibliography of American Doctoral Dissertations in Linguistics: 1968-1974. CAL-ERIC/CLL Series on Languages and Linguistics, No. 53.

ED 140 615

Bilingual Bicultural Education for the Spanish Speaking in the United States: A Preliminary Bibliography.

ED 141 029//

Canadian Theses on Microfiche. Catalogue: Supplement No. 20.

ED 140 826

Career Bibliography. A Guide to Free and Inexpensive Occupational Information.

ED 140 065

Educating Severely Handicapped Children and Youth: Highlights of the 70's. A Selected Bibliography.

ED 140 514

Environmental Education: A Bibliography of Abstracts from RESOURCES IN EDUCATION (RIE), 1973-1975.

ED 141 177//

ERIC Documents on Foreign Language Teaching and Linguistics: List No. 17. CAL-ERIC/CLL Series on Languages and Linguistics, No. 54.

ED 140 616

Fostering Positive Attitudes Toward the Handicapped: A Selected Bibliography of Multimedia Materials.

ED 140 515

Instructional Materials: A Bibliography for Their Selection, Evaluation and Use.

ED 140 516

Learning Disabilities: Theory, Assessment and Remediation. A Bibliography.

ED 140 521

Legal Literature Survey: A Bibliography for a Workshop on Unraveling Government and Legal Documents.

ED 140 819

The Life and Times of...Women. A Bibliography of Women's Biographies for Use in Various Secondary School Curricular Areas.

ED 141 247

Nearly...Everything You've Always Wanted to Know About the Gifted and Talented.

ED 140 553

New Directions in Higher Education.

ED 140 705

Northeast Academic Science Information Center (NASIC). Final Report.

ED 140 850

RESEARCH SUMMARY: Basic Skills in Handwriting and Spelling.

ED 140 271

Resource Manual for Basic Skills in Collective Bargaining in the Public Schools.

ED 140 407

Science and Society. LC Science Tracer Bulletin.

ED 141 188

A Selected Bibliography on Attitudes Toward the Handicapped.

ED 140 517

Sociological and Social-Psychological Perspectives on Environmental Issues: A Bibliography.

ED 141 189

Staff Development: A Guide to Selected Sources of Information on Improving the Staff of Educational Institutions.

ED 140 444

Training Resource Manual for Impasse Procedures in Public School Negotiations.

ED 140 408

Training Resource Manual on Arbitration in the Public Schools.

ED 140 409

Voter Behavior and Campaign Strategies in School Finance Elections. Research Brief.

ED 140 383//

Bicultural Education

Bilingual Bicultural Education for the Spanish Speaking in the United States: A Preliminary Bibliography.

ED 141 029//

Biculturalism

The Bilingual Child: Research and Analysis of Existing Educational Themes.

ED 141 448//

Cartel. Annotated Bibliography of Bilingual Bicultural Materials. Vol. III, No. 42.

ED 140 677

Cartel: Annotations and Analyses of Bilingual Multicultural Materials. Winter 1976-77. Vol. IV, No. 2.

ED 140 613

Oral English Language Assessment of First Grade Children in Bilingual Bicultural Education: Emphasis on Phonology and Syntax.

- Theoretical Perspectives on Bilingual Education Programs. Working Papers on Bilingualism, No. 13. ED 140 285//
- ED 140 667
- Bicycling**
An Operator's Guide to Safe and Enjoyable Bicycling. ED 140 063
- Bidialectalism**
Effecting Bidialectal Shift in Speakers on Non-standard English through a Sequenced Curriculum. ED 140 311//
- Bilingual Dictionaries**
Linguistics and Bilingual Dictionaries. Studies in Language Learning, Vol. 1, No. 1, Fall 1975. ED 140 603
- Bilingual Education**
Bilingual Bicultural Education for the Spanish Speaking in the United States: A Preliminary Bibliography. ED 141 029//
Bilingual-Bicultural Program at C.S. 77, 1975-76. ED 141 477
The Bilingual Child; Research and Analysis of Existing Educational Themes. ED 141 448//
Bilingual Education through Music. ED 141 473
Cartel. Annotated Bibliography of Bilingual Bicultural Materials. Vol. III, No. 42. ED 140 677
Cartel: Annotations and Analyses of Bilingual Multicultural Materials. Winter 1976-77. Vol. IV, No. 2. ED 140 613
The Content Analysis of 125 Title VII Bilingual Programs Funded in 1969 and 1970. ED 141 438
ERIC Documents on Foreign Language Teaching and Linguistics: List No. 17. CAL-ERIC/CLL Series on Languages and Linguistics, No. 54. ED 140 616
An Ethnographic Analysis of the Language Use Patterns of Bilingually Schooled Children. Working Papers on Bilingualism, No. 13. ED 140 664
Federal Programs Supporting Educational Change, Vol. VI: Implementing and Sustaining Title VII Bilingual Projects. ED 140 431
Immersion Education in Ireland: A Critical Review of Macnamara's Findings. Reply to Dr. Cummins. Reply to the Reply. Working Papers on Bilingualism, No. 13. ED 140 666
Models in Bilingual-Bicultural Education: the Community College of Philadelphia Experience. ED 141 461
Multilingual Education. ED 140 638
Poder es Saber. Workshop: Developing a Bilingual Curriculum (New Mexico Highlands University, Las Vegas, New Mexico, June 1977). ED 141 018
The Relationships among Three Measures of Bilingualism and Their Relationship to Achievement Test Scores. ED 140 632
Teaching Numeric Concepts to Spanish-Speaking Second Graders: English or Spanish Instruction? ED 140 636
Theoretical Perspectives on Bilingual Education Programs. Working Papers on Bilingualism, No. 13. ED 140 667
- Bilingualism**
The Bilingual Lexicon and Linguistic Innovation. ED 140 630
Children's Language Structure. Working Papers of the Language Behavior Research Laboratory, No. 15. ED 140 679
An Ethnographic Analysis of the Language Use Patterns of Bilingually Schooled Children. Working Papers on Bilingualism, No. 13. ED 140 664
- Immersion Education in Ireland: A Critical Review of Macnamara's Findings. Reply to Dr. Cummins. Reply to the Reply. Working Papers on Bilingualism, No. 13. ED 140 666
- Linguistic Relativity: The Role of the Bilingual. ED 140 639//
- Phonological Factors in Vocabulary Acquisition: A Case Study of a Two-Year-Old, English-French Bilingual. Working Papers in Bilingualism, No. 13. ED 140 662
- The Relationships among Three Measures of Bilingualism and Their Relationship to Achievement Test Scores. ED 140 632
- A Survey of Applied Linguistics. ED 140 678//
- The Validity of Various Techniques Measuring Children's Bilingualism. Working Papers on Bilingualism, No. 13. ED 140 665
- Bilingual Students**
Construction of a Bilingual Attitude Rating Scale. ED 140 633
Development of a Test Instrument to Determine Language Dominance of Primary Students: Test of Language Dominance (TOLD). ED 141 393
Oral English Language Assessment of First Grade Children in Bilingual Bicultural Education: Emphasis on Phonology and Syntax. ED 140 285//
Pictures as a Basis for Teaching Reading, School Year 1975-1976. ED 141 483
Tutoring: Walk and Talk Program, 1975-1976 Academic Year. ED 141 492
The Validity of Various Techniques Measuring Children's Bilingualism. Working Papers on Bilingualism, No. 13. ED 140 665
- Biofeedback**
Continuous Utilization of Biofeedback in Psychotherapy. ED 140 140
Stress Testing Recovery EMG for Evaluation of Biofeedback and Progressive Muscle Relaxation Training Effects. ED 141 338
- Biographies**
A. F. Ames, Village Schoolmaster. A Memoir. ED 141 072
Daisy Hooee Nampeyo, The Story of an American Indian. ED 140 997//
The Life and Times of...Women. A Biography of Women's Biographies for Use in Various Secondary School Curricular Areas. ED 141 247
Sacagawea, The Story of an American Indian. ED 140 996//
- Biological Sciences**
Kinesiology Workbook and Laboratory Manual. ED 141 275//
Marine and Environmental Studies Field Manual. ED 141 175
Sea World Curriculum Guide. Program Theme: Adaptations K-3. ED 141 083
Sea World Curriculum Guide. Program Theme: Adaptations 4-8. ED 141 084
Sea World Curriculum Guide. Program Theme: Behavior K-3. ED 141 085
Sea World Curriculum Guide. Program Theme: Behavior 4-8. ED 141 086
- Biography**
The Effects of Diagnostic Testing as an Organizing Feedback Mechanism on the Achievement of First Year College Biology Students. ED 141 082
The Muskrat. The Not-So-Common Oyster. The Horseshoe Crab. The Blue Crab. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 108, 109, 111, 201. [Project COAST]. ED 141 143
- Biology Instruction**
Sex And People. ED 141 364//
- Biomechanics**
Human Movement: An Integrated Approach. ED 141 336//
- Birth**
A Predictive Analysis of Early Parental Attachment Behavior. ED 140 955
- Birth Rate**
An Address on the Population Problem: Address to the Massachusetts Institute of Technology. ED 141 241
Changes in Enrollment by 1985. Policy Analysis Service Reports Volume 3, Number 1. ED 140 766
- Black Achievement**
Racial Stratification and Socioeconomic Change in the American North and South. Discussion Paper #377-76. ED 141 454
- Black Attitudes**
The Liberal Arts College: Desegregation without Integration. ED 141 239
- Black Colleges**
Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume 1, Summary Volume. ED 140 114
Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume II, Technical Volume. ED 140 115
Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume III, Case Study Reports. ED 140 116
Toward Equality of Educational Opportunity and Attainment in Higher Education in Maryland. A Position Paper. ED 140 710
The Ways and Means: A Study of the Needs and Resources of Students Enrolled in United Negro College Fund Member Institutions. Research Report Vol. 2, No. 1. ED 140 757
- Black Community**
Analysis and Critique of Black Family Literature. ED 140 109
Current Issues and the Future of Education of Education in the Black Community. ED 141 456
- Black Culture**
Black Stylization and Implications for Child Welfare. Final Report. ED 141 423
- Black Dialects**
Effecting Bidialectal Shift in Speakers on Non-standard English through a Sequenced Curriculum. ED 140 311//
A Field Test of Black English Tests for Teachers. ED 141 405
Speaking Black and Reading Standard (English). ED 140 221
- Black Education**
Current Issues and the Future of Education of Education in the Black Community. ED 141 456
Racial Stratification and Socioeconomic Change in the American North and South. Discussion Paper #377-76. ED 141 454
- Black Employment**
Can the Enforcement of Civil Rights Laws Protect Minority Gains in Higher Education During a Period of Retrenchment? ED 140 709
Current Issues and the Future of Education of Education in the Black Community. ED 141 456
Racial Stratification and Socioeconomic Change in the American North and South. Discussion Paper #377-76.

- ED 141 454
- Black English Tests for Teachers**
A Field Test of Black English Tests for Teachers. ED 141 405
- Black Leadership**
Toward Equality of Educational Opportunity and Attainment in Higher Education in Maryland. A Position Paper. ED 140 710
- Blacks**
Analysis and Critique of Black Family Literature. ED 140 109
Desegregation Dilemma and Its Impact on the Quality of Life for Black Americans - Year 2000. ED 141 450
Ethnic Minorities and National Standardized Testing. ED 141 467
The Impact of Legal and Administrative Remedies to Overcome Discrimination in Employment. Final Report. ED 139 919
- Black Students**
Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume I, Summary Volume. ED 140 114
Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume II, Technical Volume. ED 140 115
Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume III, Case Study Reports. ED 140 116
Components of Educational Achievement and Mobility in Black Families. ED 141 208
Emergency School Aid Act, Basic Project 1975-76. Research and Evaluation Report, V. 10 n. 11, March 1977. ED 141 459
Human Diversity, Program Evaluation and Pupil Assessment; And, A Critical Review of Black Consciousness, Identity and Achievement. ED 141 451
Level and Rate of Desegregation and White Enrollment Decline in a Big City School District. ED 141 439
Toward Equity for Blacks in Higher Education. ED 141 455
The Ways and Means: A Study of the Needs and Resources of Students Enrolled in United Negro College Fund Member Institutions. Research Report Vol. 2, No. 1. ED 140 757
- Black Studies**
Analysis and Critique of Black Family Literature. ED 140 109
- Black Youth**
Desegregation Dilemma and Its Impact on the Quality of Life for Black Americans - Year 2000. ED 141 450
Gender Identity as Seen in Drawings of Father Absent 5 to 7 Year Old Black Children. ED 141 463
Towards a Theory of Selected Knowledge Acquisition Patterns Among Black Children. ED 141 462
- Blind**
Demonstration of Activities Designed to Promote Cognitive Growth. ED 140 585
Use of the Cranmer Abacus by Blind Persons. ED 140 531
- Board of Education Policy**
Meeting Problems of Declining Enrolment. Educational, Social, and Financial Implications to School Boards of Declining Enrolments. ED 140 396//
- Board of Education Role**
The Complex Society; Its Implications for School Boards. ED 140 487//
- Boards of Education**
The Complex Society; Its Implications for School Boards. ED 140 487//
Level and Rate of Desegregation and White Enrollment Decline in a Big City School District. ED 141 439
The School Board Trustee. An In-Basket Simulation Exercise. ED 140 486//
- Body Image**
Obesity and Psychoanalysis. ED 140 133
- Body Language**
The Image of the Candidates: A Communication Analysis of the Ford/Carter Debates I, II, and III. ED 140 359
- Body Weight**
Nutrition, Weight Control, and Exercise. ED 141 286//
- Bond Issues**
Budget/Finance Campaigns: You Can't Afford to Lose. ED 140 428
- Bookkeeping**
Machine Accounting. An Instructor's Guide. ED 140 068
- Brain Development**
A Realistic Expectation for Cognitive Growth During Transcendence. ED 141 316
- Brazelton Neonatal Assessment Scale**
Differences in Brazelton Scale Performance Between Puerto Rican and North American White and Black Newborns. ED 140 984
The Effects of High Risk Factors on Neonatal Behavior as Measured by the Brazelton Scale. ED 140 972
Facilitating a Positive Interaction Between Parent and Infant in the Neonatal Intensive Care Unit. ED 140 971
- Brazil**
The Design and Application of Information Systems in Higher Education. ED 140 692
National Plan for Graduate Studies. ED 140 729
New Perspectives for the System of Higher Education. ED 140 730
Present Situation of Graduate Studies, Brazil - 75. ED 140 723
- Brazilian Culture**
Brazil: Intercultural Experiential Learning Aid. ED 140 624
- Breakfast Programs**
Food Service Programs for Children: An Annotated Bibliography. Library List No. 99. ED 140 479
- Bricklaying**
Masonry. Basic Course. Career Education. ED 139 959
Masonry. Performance Objectives. Intermediate Course. ED 139 945
- Broadcast Industry**
NNC (National News Council) Appraises an Appraisal. ED 140 318
- Bronx Community College**
Bronx Community College: National Project II Associate. Final Report for the Fund for the Improvement of Postsecondary Education. ED 141 470
- Bruce Treadmill Test**
Walking Versus Jogging in Stages III and IV of the Bruce Treadmill Test. ED 141 302
- Buckley Amendment**
The Buckley Amendment. ED 140 380
- Budgeting**
Dollars and Sense: Budgeting for Today's Campus. ED 140 736//
PPBS in Higher Education: The Impossible Dream? ED 140 719
- Budgets**
Americans for Indian Opportunity (AIO) Annual Report, 1975. ED 141 024
- Building Design**
Building Needs for the Handicapped. ED 140 535
Energy Conservation in New Building Design: An Impact Assessment of ASHRAE Standard 90-75. Conservation and Environment Buildings Programs. Conservation Number 43B. ED 140 508
- Buildings**
Building Maintenance. Performance Objectives. Basic Course. ED 139 963
Custodial Services and Building Maint: Performance Objectives. ED 139 933
- Bulletins**
EUDISED R&D Bulletin, 1976, No. 1. ED 140 777
- Bureau of Indian Affairs**
Hard Choices: Development of Non-Energy Non-Replenishable Resources. AIO Report No. 10. ED 141 027
Statistics Concerning Indian Education, Fiscal Year 1974. ED 141 045
Statistics Concerning Indian Education, Fiscal Year 1975. ED 141 046
Statistics Concerning Indian Education, Fiscal Year 1976. ED 141 047
- Business**
Materials for Using American Issues Forum in the American History Classroom. Topic VI: The Business of America. ED 141 219
- Business Communication**
Management Listens to Its Own Speech. ED 140 369
Teaching Business Communications: Journeywork or Humanistic Endeavor? ED 140 340
- Business English**
Teaching Business Communications: Journeywork or Humanistic Endeavor? ED 140 340
Technical Writing: The Real Needs. ED 140 330
- Business Responsibility**
An Analysis of U.S. Foreign Direct Investment Policy and Economic Development. A.I.D. Discussion Paper No. 36. ED 141 226
- Busing**
The School Busing Controversy: 1970-75. ED 140 420//
- Bus Transportation**
Transportation Alternatives for the Physically Limited and Elderly. ED 140 418
- Cabinetmaking**
Cabinetmaking. Performance Objectives. Basic Course. ED 139 932
- Calculation**
Use of the Cranmer Abacus by Blind Persons. ED 140 531
- Calculators**
Using the Mini-Calculator to Teach Mathematics. ED 141 126

California

The California State University and Colleges Health Manpower Education Project. Final Report.

ED 140 717

Collective Bargaining in California Public Education. SB 160--The Rodda Act.

ED 140 506

Evaluation Report of ECE, ESEA Title I, and EDY, 1975-76.

ED 141 460

The Explicit and Implicit Organizational Structures for the Collective Bargaining Process under the California Legislation.

ED 140 412

Financing Community Services Instruction.

ED 140 882

Report on Compensatory Education, 1975-76.

ED 141 474

The Serrano Case: Policy for Education or for Public Finance? The Rand Paper Series.

ED 140 430

California State University and Colleges

Analysis of the Data From a Technical Processing Cost Study.

ED 140 795

Campuses

Williamsburg County Human Resources Campus (WCHRC): Planning Report.

ED 141 034

Canada

Canadian Theses on Microfiche. Catalogue: Supplement No. 20.

ED 140 826

Family Life Education in Canadian Schools.

ED 141 228

"My Mass is 20 kg": Aspects of Canadian and International Progress Toward an SI Way of Life.

ED 141 068

The Relationship Between Higher Education and Technological Development: The Canadian Experience.

ED 140 685

An SI Canada: Reality and Challenge at Commitment Plus Seven.

ED 141 125

Canada Natives

Curriculum Aid to Indian Studies. Thornlea Secondary School, Thornhill, Ontario.

ED 141 031

Indian Culture Program. Poplar River School No. 050, Neginan, P.O.

ED 141 032

Report of an Assessment of the Educational Needs of Northern Albertans, 1976.

ED 140 998

Social Studies: Indians of Canada. Curriculum Unit on Indians of Canada for the Fifth Grade.

ED 141 030

Capacity Building

An Introduction To State Capacity Buildings: Planning, Management and Delivery of Child and Family Services.

ED 140 977

Capitalism

Cross Cultural Considerations for Education and Research.

ED 141 216

What Is to be Done in Teacher Education? [Every Communist Working in the Mass Movements Should be a Friend of the Masses and Not a Boss Over Them, an Indefatigable Teacher and Not a Bureaucratic Politician' (Mao, 1938)].

ED 141 315

Capital Outlay (for Fixed Assets)

Computers in the Federal Government: A Compilation of Statistics.

ED 140 830

Career Awareness

Career Education Module.

ED 141 273

Effects of a Career Development Institute on the Images of the Future of Gifted Adolescents.

ED 140 587

Orientation to Home Economics Occupations. Performance Objectives. Criterion Measures. Home Economics.

ED 139 975

Career Choice

Doctorate Recipients from United States Universities. Summary Report 1976.

ED 140 721

Personal Career Orientation. Performance Objectives. Criterion Measures. Home Economics.

ED 139 977

Career Education

Annual National Leadership Development Seminar for State Directors of Vocational Education (7th, Columbus, Ohio, September 24-26, 1974). Improving Vocational Curricula in Local Education Agencies. Leadership Training Series No. 42.

ED 140 100

On Being Gifted: Student Perspectives.

ED 140 559

Career Education. Administrators and Counselors Implementation Model. Module I: Career Education Information.

ED 140 040

Career Education. Administrators and Counselors Implementation Model. Module II: Orientation Module.

ED 140 041

Career Education. Administrators and Counselors Implementation Model. Module III--Teacher Information and Orientation for Administrators. (3.1) Identify Change Strategy.

ED 140 042

Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.1) Develop Plans for Curriculum Preparation and Infusion.

ED 140 043

Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.2) Plans for Resource Allocation.

ED 140 044

Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.3) Plans for Scheduling.

ED 140 045

Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.4) Plans for Community Involvement.

ED 140 046

Career Education. Administrators and Counselors Implementation Model. Module V--Implementation. (5.1) Supervision of Teaching.

ED 140 047

Career Education. Administrators and Counselors Implementation Model. Module V--Implementation. (5.2) Curriculum Evaluation.

ED 140 048

Career Education. Administrators and Counselors Implementation Model. Module VI--Evaluation of Career Education (Administrator).

ED 140 049

Career Education. Administrators and Counselors Implementation Model. Module VII--Develop and Implement Needs Assessment.

ED 140 050

Career Education. Administrators and Counselors Implementation Model. Module VIII--Implementation. (8.1) Preparation and Evaluation of Counselor Material.

ED 140 051

Career Education. Administrators and Counselors Implementation Model. Module VIII--Implementation. (8.2) Consultation to School Personnel.

ED 140 052

Career Education. Administrators and Counselors Implementation Model. Module VIII--Implementation. (8.3) Integration of Coordination of School and Community Resources.

ED 140 053

Career Education and Basic Academic Achievement. A Descriptive Analysis of the Research.

ED 140 032

Career Education Curriculum Development in the Community College. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. II, No. 7.

ED 140 917

Career Education Module.

ED 141 273

Career Education: The Consultant Approach.

ED 140 033

Career Education--The State of the Art of In-service Training.

ED 140 588

A Comparison of Four Experience-Based Career Education Programs: What They Offer. How They Differ.

ED 140 031

Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii. Phase IV. Final Report.

ED 140 039

Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities. Coordinator's Guide.

ED 140 203

Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities.

ED 140 204

Effects of a Career Development Institute on the Images of the Future of Gifted Adolescents.

ED 140 587

Elementary and Secondary Education Act of 1976; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-fourth Congress, Second Session on H.R. 11023 to Authorize a Career Education Program for Elementary and Secondary Schools, and for Other Purposes. Hearings Held in Washington, D.C. February 2, September 13 and 20, 1976.

ED 139 916

Evaluation and Audit of Career and Vocational Teacher Education Centers. Final Report. 1972-1973 School Year.

ED 140 081

Getting Started: A Guide to Writing Your Own Curriculum. The Pennsylvania Guide for Instructional Improvement through Career Education. Organizational Volume.

ED 139 927

Guide for Implementing Career Education in Kansas Schools.

ED 140 059

Imaging Futuristic Career Guidance Programs. Coordinator's Guide.

ED 140 193

Imaging Futuristic Career Guidance Programs. Coordinator's Guide.

ED 140 194

Imaging Futuristic Career Guidance Goals. Coordinator's Guide.

ED 140 195

Imaging Futuristic Career Guidance Goals. Implementing Career Education. An Administrator's Handbook.

ED 140 196

Implementing Career Education. Community Involvement.

ED 140 089

Implementing Career Education. Concept and Process.

ED 140 090

Implementing Career Education. Nine Model Practices.

ED 140 088

Industry-Education Collaborative Efforts in Youth Employment.

ED 140 091

Penetrating School Strata through Career Education. Final Report.

ED 139 918

Project PEOPLE (Personal Enhancement of Occupational Preparation through Life Centered Education).

ED 139 989

Research and Development Project in Career Education. Final Report.

ED 140 060

Sage. September '72.

ED 139 906

Springboards to Learning. Career Guidance Institute (August 18-27, 1976). Final Report.

ED 140 054

Three-Site Evaluation for Career Development Projects.

ED 139 908

Vocational and Career Education for the Handicapped: Training the Classroom Teacher. Project T.H.O.R.

ED 140 579

Vocational Ins and Outs for Developmental Kids.

ED 140 536

Vocationally Oriented School Planning for the Handicapped. Kindergarten through Grade Twelve.

ED 140 537

The Way It's Working: An Evaluation of the Boston Career Exploration Project.

ED 140 083

Work Content and Attitudes toward Work in Eighth Grade Literature Anthologies.

ED 140 336//

Workshop in Providing Equal Career Opportunities.

ED 140 061

Career Exploration

American Industries. Junior Hi. Pre-Vocational. Power and Transportation.

ED 139 967

American Industries. Performance Objectives. Volume 2.

ED 139 968

American Industries. Performance Objectives. Volume 1.

ED 139 976

Business Machine Maintenance. Performance Objectives. Basic Course.

ED 139 931

Child Care Services Guide. Performance Objectives. Criterion Measures. Home Economics.

ED 139 934

Exploration of Child Care, Guidance and Service Occupations. Performance Objectives. Criterion Measures. Home Economics.

ED 139 964

Exploration of Food Management, Production and Services Occupations. Performance Objectives. Criterion Measures. Home Economics.

ED 139 965

Exploration of Home Furnishings, Equipment and Services Occupations. Performance Objectives. Criterion Measures. Home Economics.

ED 139 974

Exploration of Institutional Home Management and Supportive Services Occupations. Performance Objectives. Criterion Measures. Home Economics.

ED 139 966

EXPLORE. Leader's Guide. Career Education Activities for Middle School Teachers.

ED 140 029

Food Services. Reading and Language Activities.

ED 140 064

Fundamentals of Child Care Occupations. Performance Objectives. Criterion Measures. Home Economics.

ED 139 970

Helping Students Develop Career Decision-Making Skills. Coordinator's Guide.

ED 140 189

Helping Students Develop Career Decision-Making Skills.

ED 140 190

A Retrospective Analysis of the Development of Program Criteria.

ED 140 477

A Retrospective Analysis of the Development of a Project Monitoring System.

ED 140 478

Training Undergraduates in Organizational Communication.

ED 140 371

Career Ladders

Organizational Processes in Education: Careers and Organizational Demography in Education.

ED 140 726

Career Opportunities

Imaging Futuristic Career Guidance Goals.

ED 140 196

Proceedings of a Seminar on Career Trends in Communication (Washington, D.C., June 26-27, 1975).

ED 140 823

Career Planning

Community College Career Counseling and Computer Use. Sabbatical Report, Spring 1976.

ED 140 136

Computer-Assisted Guidance in New York City High Schools: A Demonstration of Feasibility and Impact on Students.

ED 140 150

Conducting Follow-Up and Follow-Through Programs. Planning Pre-Employment Programs, Module 4.

ED 140 211

Conducting Job Development Programs. Planning Pre-Employment Programs, Module 2.

ED 140 209

Conducting Job Placement Programs. Planning Pre-Employment Programs, Module 3.

ED 140 210

Counselor's Information Service: A Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Volume Number 4.

ED 140 147

Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. Coordinator's Guide

ED 140 199

Eliminating Stereotypes of Ethnic Minorities Through Career Guidance.

ED 140 200

Establishing a Career Resource Center. Coordinator's Guide.

ED 140 197

Establishing a Career Resource Center.

ED 140 198

Personal Career Orientation. Performance Objectives. Criterion Measures. Home Economics.

ED 139 977

Planning Pre-Employment Programs. Module 1.

ED 140 208

Proceedings of a Seminar on Career Trends in Communication (Washington, D.C., June 26-27, 1975).

ED 140 823

Project PEOPLE (Personal Enhancement of Occupational Preparation through Life Centered Education).

ED 140 060

Providing Career Guidance for Young Women. Coordinator's Guide.

ED 140 201

Providing Career Guidance for Young Women.

ED 140 202

Providing Life/Career Planning for Women and Girls. Coordinator's Guide.

ED 140 205

Providing Life/Career Planning for Women and Girls.

ED 140 206

Careers

A Follow-Up Study of Liberal Arts Graduates from a Women's College.

ED 140 121

Caregivers

Sex-Typed Attitudes, Sex-Typed Contingency Behaviors, and Personality Traits of Male Caregivers.

ED 140 948

To Teach Family Day Care Caregivers How Not to Be Discriminative with Sex Roles and to Encourage Positive Self Images with Children of Different Ethnic Cultures. (A Proposal).

ED 140 943

Carpenters

Carpentry. Performance Objectives. Basic Course.

ED 139 962

Case Studies

Approaches to Semestering. Secondary School Organization: Some Current Alternatives.

ED 140 399//

Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Summary. Final Report.

ED 140 394

Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Final Report. Volumes I and II.

ED 140 395

The Case of the Disappearing Ethnic.

ED 141 447

Case Studies on Faculty Development.

ED 140 700

Comparative Study of Population Growth and Agricultural Change: C - Case Study of India. Asian Population Studies Series No. 23.

ED 141 075

Education Vouchers in New Hampshire. An Attempt at Free Market Educational Reform.

ED 140 392

History of Education Vouchers in East Hartford Connecticut. The Parents' Choice Project: February 1975 - January 1976.

ED 140 393

The Imaginative Uses of Closed Circuit Television in the Training of Staff and Managers.

Case Studies Collected and Edited for the Association for Programmed Learning and Educational Technology.

ED 140 785

The Lummi Indians - Economic Development and Social Continuity.

ED 141 007//

Meeting Problems of Declining Enrolment. Educational, Social, and Financial Implications to School Boards of Declining Enrolments.

ED 140 396//

Sick Leave Gratuities and Resultant Liabilities.

ED 140 398//

Using Survey Feedback in a Small Alternative High School. Research and Development Memorandum No. 148.

ED 140 437

Case Studies (Education)

Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs.

ED 141 185

Cataloging

Analysis of Requirements of On-Line Network Cataloging Services for Small, Academic, Public, School and Other Libraries: A Demonstration Project using the OCLC System. Final Report.

ED 140 861

Fundamentals of the Slide Library.

ED 140 858

On-Line Shared Cataloging in NELINET Libraries: Report of a Survey.

ED 140 773

SOLINET Annual report 1975-1976.

ED 140 828

Catalogs

Canadian Theses on Microfiche. Catalogue: Supplement No. 20.

ED 140 826

Catholic Schools

A Point of Pride: The University of Portland Story.

ED 140 748//

Private Elementary and Secondary Education: A Bibliography of Selected Publications (1950-1974).

ED 140 498

Caucasian Students

Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume I, Summary Volume.

ED 140 114

Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume II, Technical Volume.

ED 140 115

Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume III, Case Study Reports.

ED 140 116

Level and Rate of Desegregation and White Enrollment Decline in a Big City School District.

ED 141 439

Caughnawaga Curriculum Project

Social Studies: Indians of Canada. Curriculum Unit on Indians of Canada for the Fifth Grade.

ED 141 030

Censorship

Implementing the Amended FOI Act.

ED 140 303

New York's Access to Records Law.

ED 140 317

The Print Media and Equal Time.

ED 140 323

Rights in Conflict: A Report on the Annual Conference of the National Coalition Against Censorship (2nd, New York City, February 16, 1977).

ED 140 370

"Sunshine" in Michigan.

ED 140 367

Census Figures

The 1972-73 Consumer Expenditure Survey. The Measure of Poverty, Technical Paper VIII.

ED 141 428

Census Data: Geographic Significance and Classroom Utility. NCGE Pacesetters in Geography Series. No. 2.

ED 141 190

- Persons of Spanish Origin in the United States: March 1976. Population Characteristics, Current Population Reports. ED 141 050
- Centers of Interest**
Management Techniques for Elementary Level Interest Centers. ED 140 492
- Central Composite Designs**
Response Surface Methodology Revisited: A Commentary on Research Strategy. ED 141 385
- Central Michigan University**
Indian Education Project, 1974. ED 141 017
Indian Education Project: An Abridgment. ED 141 016
New Directions in Higher Education. ED 140 705
- Certification**
[An Act Concerning Teacher Certification for the State of Colorado; Senate Bill No. 43.] ED 141 330
Legal Issues in Teacher Preparation and Certification. ED 141 265
Professional Licensing and Certification: Part I, Current Status and Methodological Problems of Validation. Part II, Analysis of Testing Procedures and Their Implementation for Practice. ED 141 380
Regulations for Teacher Certification. Bulletin 130, 1975 Revision. ED 141 320
Rules for the Administration of the Teacher Certification Act of 1975. ED 141 329
Teacher Education, Certification and Assignment Handbook. ED 141 304
A Transactional Approach to Competency-Based Training. ED 140 166
- Change Agents**
On Becoming A Change Agent. ED 140 212
The South Carolina Title V Program in Perspective: Three Models of Purposive Change. ED 141 022
A Study of the Relationships of Selected Personal and Professional Characteristics to Change, Non-Change, and Value-Interest Orientations of Professional Adult Educators. ED 140 006
- Change Strategies**
The Advisor: Supportive Assistance for Effective Changes in Education. ED 141 345
An Analysis of Educational Policy: Implications for Minority Community Concerns. ED 141 200
On Becoming A Change Agent. ED 140 212
Behavior Clinics: A Method to Change Attitudes? ED 140 129
Career Education. Administrators and Counselors Implementation Model. Module III--Teacher Information and Orientation for Administrators. (3.1) Identify Change Strategy. ED 140 042
Case Studies on Faculty Development. ED 140 700
Identification of Leadership and Pictures of the Power Structure. ED 141 040
Implementing Career Education. Nine Model Practices. ED 140 091
Media Competency. ED 140 812
New Directions in Higher Education. ED 140 705
Planning and Change: Essential Considerations and Fundamental Relationships. ED 140 028
Renewing Liberal Arts Colleges. Identifying, Planning, Implementing, and Assessing Institutional Renewal. Report of the Project on the Assessment of Institutional Renewal. ED 140 712
- Suggestions to Improve Management of Radio Free Europe/Radio Liberty. Report to the Congress by the Comptroller General of the United States. ED 140 786
Transportation Alternatives for the Physically Limited and Elderly. ED 140 418
Understanding the Media. ED 140 811
A User-Driven Federally Supported System of School Improvement: Design Specifications. ED 140 503
- Changing Attitudes**
The Child Centered Reading Program; Evaluation Period September, 1975 to June 1976. ED 141 478
Ethnicity in the American University System. ED 141 471
Social Origin and Attitudinal Perception in the Dynamics of Occupational Achievement Orientation. ED 141 063
To Teach Family Day Care Caregivers How Not to Be Discriminative with Sex Roles and to Encourage Positive Self Images with Children of Different Ethnic Cultures. (A Proposal). ED 140 943
Transition from Childhood to Adulthood: A Longitudinal Study of Attitude Change over Four Years. ED 140 002
What the People Think About Their Schools: Gallup's Findings. Fastback Series No. 94. ED 141 400
- Chapter 766 (Massachusetts Special Education Law)**
Chapter 766: An Analysis of Year One. ED 140 522
- Check Lists**
How to Conduct a Barrier Survey. ED 140 548
Microteaching Skills in Science Checklist: An Observational Instrument to be Used for Evaluation and Description of Science Teaching in the Elementary School. ED 141 092
- Chemistry**
Piaget Applied: Suggestions for Inaction. ED 141 111
Piagetian Principles Used in a High School Chemistry Class. ED 141 079
Programs for Fundamentals of Chemistry. ED 141 139
Societal Factors in the Teaching of Chemistry. ED 141 069
- Chemistry Instruction**
Inquiry in Development: Efficiency and Effectiveness of Algorithmic Representations in a Laboratory Situation. ED 140 789
- Chicano Indian Study Center of Oregon**
The Adequacy of Health Care Among the Indian and Spanish Populations in Polk, Lincoln, Benton, Linn and Southwestern Portion of Marion Counties. A Public Opinion Perspective. ED 141 048
- Chief Administrators**
Directory of Chairpersons of Country Resource Panels. ED 140 837
- Child Abuse**
Comprehensive Emergency Services: A System Designed to Care for Children in Crisis. Neglected and Abused by Their Family, Neglected and Abused by Their Community. ED 140 550
Prediction and Prevention of Child Abuse and Neglect. ED 140 533
Project Scan: School and Community Project for Abused and Neglected Children. Final Report. ED 141 436
- Child Advocacy**
Advocacy Under the Developmental Disabilities Act: Summary of a Discussion Paper on Implications of Section 113, PL 94-103. ED 140 568
- Child Care**
Child Care Services Guide. Performance Objectives. Criterion Measures. Home Economics. ED 139 934
Child Care Services Handbook. ED 139 971
Child Day Care Management Study. Volume II-A: State Summaries (Alabama - Nebraska). ED 140 982
Child Day Care Management Study. Volume II-B: State Summaries (Nevada - Wyoming). ED 140 983
Developing Programs for Infants & Toddlers. ED 140 954
Exploration of Child Care, Guidance and Service Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 964
Get Up and Grow: A Handbook for Parents of Babies with Special Problems at Birth. ED 140 513
A Position Paper on the Roles of Federal, State and Local Governments on Standards, Regulations and Laws for Day Care. ED 140 965
- Child Care Occupations**
Exploration of Child Care, Guidance and Service Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 964
Fundamentals of Child Care Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 970
- Child Care Workers**
To Teach Family Day Care Caregivers How Not to Be Discriminative with Sex Roles and to Encourage Positive Self Images with Children of Different Ethnic Cultures. (A Proposal). ED 140 943
- Child Development**
Aspects of Compliance in a Reciprocal Family System. ED 140 127
Continuation of the Dissemination/Implementation of Individually Guided Education 1974-1975. Technical Report No. 402. ED 140 847
Current Topics in Early Childhood Education. Volume I. ED 140 988//
Developmental Patterns in Problem Solving and Creative Thinking Abilities in Gifted Elementary School Children. ED 140 529
Fundamentals of Child Care Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 970
Multivariate Model of Infant Competence. ED 140 946
Physical Education for Children: A Focus on the Teaching Process. ED 141 284//
Summary of the Early Childhood Services Task Force on Teacher Competence. ED 141 294
- Childhood Attitudes**
The Child's Development of the Concept of Family. ED 140 980
- Childhood Friendship**
The Relationship between Dramatic Play and Self-Concept in Middle Class Kindergarten Children. ED 140 289//
- Child Language**
Acquisition of Japanese Relative Clauses: A Case Study on a Two-Year-Old. Annual Reports, Vol. 1. ED 140 610
- Audit-Proof Contracting for Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 3. ED 140 941//
Children's Advertising Guidelines. ED 140 325
Obtaining Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 2. ED 140 940//

Children's Language Structure. Working Papers of the Language Behavior Research Laboratory, No. 15.

ED 140 679

A Comparison of Certain Structural Characteristics of Language Selections Representing Both Oral and Written Thought and Purpose.

ED 140 301//

Developmental Aspects of English Segment Duration.

ED 140 634

Egocentrism in the Language of Six to Seven-Year-Old Mexican Children.

ED 140 676

Papers on Language and Context. Working Papers of the Language Behavior Research Laboratory, No. 46.

ED 140 672

Phonological Factors in Vocabulary Acquisition: A Case Study of a Two-Year-Old, English-French Bilingual. Working Papers in Bilingualism, No. 13.

ED 140 662

Research on Spoken Language in the Primary School; A Report to the Scottish Education Department.

ED 140 348

Stress and Deep Structure: A Measure of Language Acquisition, Grades K-6.

ED 140 657

Where Is "Under?" The Development from Pragmatic to Semantic Meaning.

ED 140 272

Child Rearing

An Attempt at Parent Education Through a Lecture-Discussion Series.

ED 140 959

The Father's Adjustment as a Single Parent.

ED 140 165

Get Up and Grow: A Handbook for Parents of Babies with Special Problems at Birth.

ED 140 513

Prediction and Prevention of Child Abuse and Neglect.

ED 140 533

Children

The Child's Development of the Concept of Family.

ED 140 980

Physiological Alterations Observed in Young Competitive Swimmers During Three Years of Intensive Training.

ED 141 337

The Sensitivity of the Incidence of Poverty to Different Measures of Income: School-Aged Children and Families. The Measure of Poverty, Technical Paper XVII.

ED 141 434

Childrens Advertising

Children's Advertising Guidelines.

ED 140 325

Childrens Books

Are Paperbacks Magic?

ED 140 324

The Relationship of Readability, Content, Illustrations, and Other Format Elements to the Library Book Preferences of Second Grade Children.

ED 140 243//

Childrens Literature

3 Lakota Grandmother Stories - Health Lessons for Young People.

ED 140 995//

1976 Retrospect...: Proceedings of Children's Literature Institute (5th, University of Toledo, Summer, 1976).

ED 140 345

The Effect of Illustrations on Children's Non-verbal Responses to Literature.

ED 140 332

A Study of the Effects of Teacher Oral Reading of Children's Literature on the Listening and Reading Achievement of Grade Four Students.

ED 140 246//

Telling Stories to Children.

ED 140 293//

What Children Read in China. Occasional Paper No. 77-6.

ED 141 243

Childrens Television

Children's Advertising Guidelines.

ED 140 325

Coorientation and Identification: A Transactional Approach to the Formative Evaluation of Educational Television Programming.

ED 140 305//

Modeling the Medium: Effects of Formal Properties of Children's Television Programs.

ED 140 950

The Relation of Visual and Verbal Style of Television Presentation to Learning of Prosocial Content.

ED 140 956

Child Welfare

Audit-Proof Contracting for Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 3.

ED 140 941//

Black Stylization and Implications for Child Welfare. Final Report.

ED 141 423

An Introduction To State Capacity Buildings: Planning, Management and Delivery of Child and Family Services.

ED 140 977

Obtaining Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 2.

ED 140 940//

China

Barefoot-Doctors. Occasional Paper No. 77-4.

ED 141 263

Cross Cultural Considerations for Education and Research.

ED 141 216

Pioneers: A Case Study of a Film Caught in the Two Line Struggle in Literature and Art in the People's Republic of China. Occasional Paper No. 77-5.

ED 141 244

Was Pythagoras Chinese? An Examination of Right Triangle Theory in Ancient China. The Pennsylvania State University Studies No. 40.

ED 141 128//

What Children Read in China. Occasional Paper No. 77-6.

ED 141 243

Chinese

Tutoring: Walk and Talk Program, 1975-1976 Academic Year.

ED 141 492

Chinese Americans

The Life, Influence and the Role of the Chinese in the United States, 1776-1960. Proceedings of the National Conference Held at the University of San Francisco July 10, 11, 12, 1975.

ED 141 422

Chinese Culture

Culture-Specific Belief Stereotypy and its Personality, Attitudinal and Intellectual Correlates.

ED 141 453

Church Programs

A Career Development Program for High School Youth in a Church Setting.

ED 140 009

Evaluation of Education Corps, 1975-76. Research and Evaluation Report; Vol. 10, No. 2., August 1976.

ED 141 352

Church Related Colleges

A Point of Pride: The University of Portland Story.

ED 140 748//

The Revolutionary College. American Presbyterian Higher Education 1707-1837.

ED 140 734//

Church Role

A Career Development Program for High School Youth in a Church Setting.

ED 140 009

Evaluation of Education Corps, 1975-76. Research and Evaluation Report; Vol. 10, No. 2., August 1976.

ED 141 352

The Revolutionary College. American Presbyterian Higher Education 1707-1837.

ED 140 734//

Citizen Participation

Citizen Participation: Quality and Impact.

ED 140 489

Doing Something About Educational Failure: A System for Educational Improvement Through Community Involvement.

ED 140 449//

Perspectives on Citizen Education.

ED 141 245

Public Opinion and the School Board. Selected Readings for School Board Members.

ED 140 446

Citizens Councils

Citizen Participation: Quality and Impact.

ED 140 489

Citizenship

Perspectives on Citizen Education.

ED 141 245

Citizenship Responsibility

Perspectives on Citizen Education.

ED 141 245

Civics

Descriptors for Political Understanding: A Guide to Asking Questions about Learning Related to Political Literacy in Wisconsin Schools, K-12.

ED 141 262

Civil Liberties

The Buckley Amendment.

ED 140 380

Emerging Trends in Court Rulings Affecting Daily Operations of the Schools.

ED 140 480

A Selective Bibliography of Audio-Visual Materials Reflecting a Civil Liberties Theme.

ED 140 794

Civil Rights

Escalation of Agitative Rhetoric: A Case Study of Mattachine Midwest, 1967-1970.

ED 140 358

New York's Access to Records Law.

ED 140 317

Civil Rights Act 1964

Can the Enforcement of Civil Rights Laws Protect Minority Gains in Higher Education During a Period of Retrenchment?

ED 140 709

Civil Rights Legislation

Can the Enforcement of Civil Rights Laws Protect Minority Gains in Higher Education During a Period of Retrenchment?

ED 140 709

The Federal Civil Rights Enforcement Effort -- 1974. Volume VII: To Preserve, Protect, and Defend the Constitution. A Report of the United States Commission on Civil Rights, June 1977.

ED 141 232

Nine for Equality Under Law: Civil Rights Litigation. A Report to the Ford Foundation

ED 141 458

Clarke (H Harrison)

Physical Education, Sports and the Sciences: Papers Presented in Honor of H. Harrison Clarke.

ED 141 288//

Class Activities

Assessment and Training Techniques for Developing Piagetian Sensor-Motor and Pre-Operational Skills in Preschool Severely Retarded Children.

ED 140 572

Census Data: Geographic Significance and Classroom Utility. NCGE Pacesetters in Geography Series. No. 2.

ED 141 190

Values in the English Classroom.

ED 140 316

Class Attendance

Pictures as a Basis for Teaching Reading, School Year 1975-1976.

ED 141 483

Class Cancellation

A Study of the Impact of Cancelling Classes.

ED 140 920

Classification

A Classification Scheme for Textbook Collections in Teaching Materials Centers.

ED 140 813

Class-Inclusion: An Analysis of Responses Under Concrete and Verbal Presentation.

- A Computerized Special Collections Inventory System at the Wayne State University Libraries. ED 140 987
- The Effects of Presentation Variables Upon Clustering and Recall Performance in the Elderly. ED 140 859
- Fundamentals of the Slide Library. ED 140 119
- ED 140 858
- Class Management**
- Behavior Disorders: Some Suggestions for the Classroom Teacher. ED 140 566
- Classroom Management and Module. ED 141 272
- DOGS--Designs for Organizing "Gobs" of Students. ED 140 249
- Inner-City Teachers More Authoritarian. ED 141 303
- Management Techniques for Elementary Level Interest Centers. ED 140 492
- What the Teacher Should Know About Diabetes. ED 141 324
- Class Organization**
- DOGS--Designs for Organizing "Gobs" of Students. ED 140 249
- Classroom Communication**
- Research on Spoken Language in the Primary School; A Report to the Scottish Education Department. ED 140 348
- Social Control and the Process of Schooling: A Study of Socialization of Kindergarten Children in Two Settings. ED 140 932
- Classroom Design**
- An Investigation of Relationships Between Fifth Grade Students' Perception of the Physical Classroom Environment and Observed Environmental Factors. ED 140 469//
- Classroom Environment**
- An Investigation of Relationships Between Fifth Grade Students' Perception of the Physical Classroom Environment and Observed Environmental Factors. ED 140 469//
- Notes on a Staff-Team Approach to the Preparation of Educational Psychologists as Facilitators of Energizing Experience in College Teaching. ED 141 213
- Classroom Games**
- A Process Approach to Public Speaking: The Use of Exercises and Games. ED 140 372
- School Media of 1987 Game. ED 140 314
- Classroom Observation Techniques**
- Bronx Community College: National Project II Associate. Final Report for the Fund for the Improvement of Postsecondary Education. ED 141 470
- Differential Use of the Open Classroom: A Study of Exploratory and Cautious Children. Final Report. ED 140 953
- Ethological Perspectives on Preschool Social Organization. ED 140 976
- An Investigation of Relationships Between Fifth Grade Students' Perception of the Physical Classroom Environment and Observed Environmental Factors. ED 140 469//
- An Observation Protocol for Early Childhood Settings. ED 140 952
- Personalizing Professional Development: An Overview of Five Instructional Audits. ED 141 367
- Social Control and the Process of Schooling: A Study of Socialization of Kindergarten Children in Two Settings. ED 140 932
- Classroom Techniques**
- Census Data: Geographic Significance and Classroom Utility. NCGE Pacesetters in Geography Series. No. 2. ED 141 190
- Mainstreaming the Visually Impaired Child. ED 140 540
- Class Size**
- Clarifying the Class Size Question. Evaluation and Synthesis of Studies Related to the Effects of Class Size, Pupil-Adult, and Pupil-Teacher Ratios. ED 140 397//
- Effects of Class Size on Reading Achievement in Grades 1-3 in the Madison Metropolitan School District (1974-1976). ED 140 256
- A Study of the Impact of Cancelling Classes. ED 140 920
- Clinical Diagnosis**
- A Diagnostic/Prescriptive System to Aid in the Treatment of Behavioral Disorders. ED 140 597
- A Geriatric Consultation and Diagnostic Center: One Model for Assessment. ED 140 110
- An Investigation of Expertise: Implications for Adult Educators. ED 139 993
- Clinical Experience**
- Field Work and Internship: A Description and Guidelines. ED 140 105
- Clinics**
- The 1976 Evaluation of the Navy's Alcohol Rehabilitation Programs. ED 140 146
- New Headings: Navy Alcoholism Prevention Program. Third Edition. ED 140 145
- Closed Circuit Television**
- The Imaginative Uses of Closed Circuit Television in the Training of Staff and Managers. Case Studies Collected and Edited for the Association for Programmed Learning and Educational Technology. ED 140 785
- Cloze Procedure**
- Reading in Different Kinds of Australian Children. ED 140 269
- Some Observations on Cloze Tests. Language Centre News, No. 1. ED 140 602
- Cluster Analysis**
- Conjoint Scaling as a Decision Aide in Curriculum Development. ED 140 417
- Cocurricular Activities**
- The Relationship of Various Aspects of Student Self Concept and Selected Personal Variables to Participation in Various Types of School Activities. ED 140 112
- Code Switching (Language)**
- An Ethnographic Analysis of the Language Use Patterns of Bilingually Schooled Children. Working Papers on Bilingualism, No. 13. ED 140 664
- Papers on Language and Context. Working Papers of the Language Behavior Research Laboratory, No. 46. ED 140 672
- Codification**
- Management of Data Elements in Information Processing. Proceedings of a Symposium (2nd, Gaithersburg, Maryland, October 23-24, 1975). ED 140 817
- Coeducation**
- Interpersonal Values of Intellectually Gifted Adolescent Females: Single-Sex or Co-Education? ED 140 523
- Cognitive Ability**
- Levels of Abstraction and the Adult Reader. ED 140 003
- A Realistic Expectation for Cognitive Growth During Transcendence. ED 141 316
- The Relationship of Selected Aspects of Reading Comprehension and Cognitive Tasks: Classification Abilities at the Concrete Operations Stage. ED 140 242//
- Cognitive Development**
- Assessment and Training Techniques for Developing Piagetian Sensor-Motor and Pre-Operational Skills in Preschool Severely Retarded Children. ED 140 572
- Chaining in Problem Solving: A Critique and Reinvestigation. ED 141 087
- The Child's Development of the Concept of Family. ED 140 980
- Class-Inclusion: An Analysis of Responses Under Concrete and Verbal Presentation. ED 140 987
- On Cognition and Social Change: A Report from a Pilot Study Regarding the Effect of Schooling on Cognitive Growth and Attitudes towards Social Change in Pakistan, Reports from the Institute of Education, University of Goteborg, No. 57. ED 141 198
- Cognitive Development and Instructional Theory. ED 140 989
- Cognitive Remediation of Blind Students: Final Report and Demonstration of Educational Techniques. ED 140 583
- Cognitive Remediation of Blind Students: Comparison of Treatment and Nontreatment Groups. ED 140 584
- Cognitive Remediation of Blind Students. A Teacher Training Program: Developing and Implementing Process-Oriented Teaching Strategies. ED 140 586
- Composition with a Cognitive Twist. ED 140 320
- Conservation of Equation and Function and Its Relationship to Formal Operational Thought. ED 141 117
- Demonstration of Activities Designed to Promote Cognitive Growth. ED 140 585
- Intellectual Skills and Language. ED 140 931
- Logical Operations Instruction in the Preschool. Parts 1 and 2. ED 140 930
- Piaget Applied: Suggestions for Inaction. ED 141 111
- A Piagetian-Based Curriculum for Toddlers. ED 140 936
- Piagetian Principles Used in a High School Chemistry Class. ED 141 079
- The Relationship of Selected Aspects of Reading Comprehension and Cognitive Tasks: Classification Abilities at the Concrete Operations Stage. ED 140 242//
- Temporal Integration and Inferences About Televised Social Behavior. ED 140 962
- Towards a Theory of Selected Knowledge Acquisition Patterns Among Black Children. ED 141 462
- Young Children's Perception of the Reality of Television in Relation to Conservation and Sex. ED 140 287//
- Cognitive Measurement**
- Levels of Abstraction and the Adult Reader. ED 140 003
- Cognitive Objectives**
- The Humanities Strand of Project Search. The Humanities Series. ED 141 225
- Specifying Instructional Objectives: A Learning Package. ED 141 271
- Cognitive Processes**
- Assessing Reading Comprehension. ED 140 225
- Cognitive Factors in Children's Listening and Reading Comprehension: Assessment and Facilitation. Final Report. ED 140 226

Composition with a Cognitive Twist.

ED 140 320
Cultural Factors in Learning and Education.

ED 140 606
The Effectiveness of Four Methods of Presentation upon the Recall of Factual Information of Expository Material by Fifth Graders.

ED 140 310//
The Effect upon Comprehension of the Presence and Type of Cognitive Organizer and of the Syntactic Structure of Recall Questions.

ED 140 231//
Incorporating New Information Into One's Existing World Knowledge.

ED 141 370
Instructional Curriculum Mapping.

ED 141 264
Learning Derived by Visitors to the Ohio Historical Center.

ED 139 998
Task Demand Characteristics: Factors in Reading Comprehension.

ED 140 276
Temporal Integration and Inferences About Televised Social Behavior.

ED 140 962
Toward a Generative Model of the Teaching-Learning Process.

ED 141 308
Verbal Fluency and the Language-Bound Effect.
ED 140 346

Cognitive Style

A Descriptive Study of the Cognitive Style of Field Dependence-Independence in the New Student Population in the Community College.
ED 140 873

The Relationship of Some Problem Solving Variables to Cognitive Tempo.
ED 140 958

Cognitive Tests

Modification of Taba's Application of Principles and Social Studies Inference Tests. A Progress Report.

ED 141 195
The Relationship of Selected Aspects of Reading Comprehension and Cognitive Tasks: Classification Abilities at the Concrete Operations Stage.
ED 140 242//

Collective Bargaining

Collective Bargaining: Impact on Governance.
ED 140 772
Collective Bargaining in California Public Education. SB 160--The Rodda Act.
ED 140 506

A Collective Bargaining Research Agenda: Hypotheses and Methods.
ED 140 413

Collective Bargaining: The Faculty Viewpoint; and What Collective Bargaining Means to University Administrators. IRTHE Volume 6, Number 1.
ED 140 707

Directory of Bargaining Agents and Contracts in Higher Education. April 1, 1977.
ED 140 698

Education and Collective Bargaining. Readings in Policy and Research.
ED 140 421//

Equity and Collective Bargaining in Education.
ED 140 387

The Explicit and Implicit Organizational Structures for the Collective Bargaining Process under the California Legislation.
ED 140 412

Final Report of the Research Project on: Students and Collective Bargaining.
ED 140 741//

Governance in Institutions with Faculty Unions: Six Case Studies.
ED 140 764

Governing Academic Organizations: New Problems, New Perspectives.
ED 140 447//

Handbook of Faculty Bargaining. Asserting Administrative Leadership for Institutional Progress by Preparing for Bargaining, Negotiating and Administering Contracts, and Improving the Bargaining Process.
ED 140 732//

The Impact of Collective Bargaining Upon the Principal.
ED 140 414

From Impasse to "Lockout": Community College of Beaver County, September 1976. Special Report #30.
ED 140 907

Resource Manual for Basic Skills in Collective Bargaining in the Public Schools.
ED 140 407

Scope of Collective Bargaining in Pennsylvania Community Colleges.
ED 140 889

A Study to Determine the Impact of the State of Florida's New Collective Bargaining Guidelines on the Personnel Policies and Procedures of Eight Community Colleges in Florida.
ED 140 899

Teachers and Collective Bargaining.
ED 140 411

Training Resource Manual for Impasse Procedures in Public School Negotiations.
ED 140 408

Training Resource Manual on Arbitration in the Public Schools.
ED 140 409

College Administration

Three Curricular Conflicts.
ED 140 702

College Admission

Predicting Grade Point Average, Withdrawal and Graduation from Four Allied Health Programs at Miami-Dade Community College Medical Center Campus.
ED 140 925

College Bound Students

Toward Equity for Blacks in Higher Education.
ED 141 455

Trends in the Academic Abilities, Background Characteristics, and Educational and Vocational Plans of College-Bound Students: 1970-71 to 1974-75.
ED 141 390

College Buildings

Architectural Accessibility for the Disabled of College Campuses.
ED 140 438

College Choice

Computer-Assisted Guidance in New York City High Schools: A Demonstration of Feasibility and Impact on Students.
ED 140 150

A Continuation of the Demonstration of Computerized Occupational Information Dissemination in Four Urban Community Colleges.
ED 140 149

Helpful Hints for Selecting a School or College.
ED 140 752

High School Context, College Quality, and Educational Attainment: Institutional Constraints in Educational Stratification. Johns Hopkins University Center for Social Organization of Schools Report No. 214.
ED 140 169

The Process of Accentuation in College Settings. Final Report. BN-BR-3-2083
ED 140 699

College Curriculum

Integrating Library Acquisitions with the Curriculum.
ED 140 804

Program Enrollment: 1972-1976. Research Report 77-02.
ED 140 890

Program Vitality Report as of Fall 1976.
ED 140 915

College Environment

The Liberal Arts College: Desegregation without Integration.
ED 141 239

College Faculty

Academic Tenure in American Higher Education.
ED 140 737//

An Analysis of Factors which Led to the Dominance of Scholarship as Compared with Teaching and Outreach Activities in Land Grant Institutions.
ED 139 996

A Bicentennial Horizons Project: The "Mini"-Sabbatical Concept.
ED 141 327

Collective Bargaining: The Faculty Viewpoint; and What Collective Bargaining Means to University Administrators. IRTHE Volume 6, Number 1.
ED 140 707

A Comparative Study of Faculty and Student Attitudes Toward a Variety of College Grading Purposes and Practices.
ED 141 381

Compensation for Overload and Extra Contractual Services. Collective Bargaining Perspectives Volume 2, Number 5.
ED 140 711

Factors Influencing Professorial Assessment.
ED 141 398

Faculty Development Practices in U.S. Colleges and Universities.
ED 141 382

Governance in Institutions with Faculty Unions: Six Case Studies.
ED 140 764

Governing Academic Organizations: New Problems, New Perspectives.
ED 140 447//

Handbook of Faculty Bargaining. Asserting Administrative Leadership for Institutional Progress by Preparing for Bargaining, Negotiating and Administering Contracts, and Improving the Bargaining Process.
ED 140 732//

Organizational Processes in Education: Careers and Organizational Demography in Education.
ED 140 726

Provisions for Inservice Education of Higher Education Faculty, 1972-73. NEA Research Memo 1976-4.
ED 140 724

Summary of Salaries Paid in Higher Education, 1975-76. NEA Research Memo 1977-1.
ED 140 718

University System of Georgia Annual Report for Fiscal Year July 1, 1975 - June 30, 1976.
ED 140 759

College Freshmen

Collegiate Enrollments in American 2-Year Institutions, 1975-76: Statistics, Interpretations, and Trends. ACT Special Report Eighteen.
ED 140 901

Collegiate Enrollments in American 2-Year Institutions, 1976-77: Statistics, Interpretations, and Trends. ACT Special Report Twenty.
ED 140 902

Performance on the Fall 1976 L.A.C.C. Guidance Examination. Research Study #77-7.
ED 140 919

Yale College Freshmen: How Well Do They Write?
ED 140 753

College Graduates

Following Up Graduates: A Measure of Academic Effectiveness.
ED 140 684

A Follow-Up Study of Liberal Arts Graduates from a Women's College.
ED 140 121

New Directions in Higher Education.
ED 140 705

College Integration

The Liberal Arts College: Desegregation without Integration.
ED 141 239

College Libraries

Analysis of Requirements of On-Line Network Cataloging Services for Small, Academic, Public, School and Other Libraries: A Demonstration Project using the OCLC System. Final Report.
ED 140 861

An Analysis of the Bases Used By Library Evaluators in the Accrediting Process of the Southern Association of Colleges and Schools.
ED 140 800

Analysis of the Data From a Technical Processing Cost Study.
ED 140 795

College Majors

A Descriptive Study of the Cognitive Style of Field Dependence-Independence in the New Student Population in the Community College.
ED 140 873

Doctorate Recipients from United States Universities. Summary Report 1976.
ED 140 721

- Measuring Student Preference at Oxnard Community College for Psychology Courses and Psychology Oriented Fields. ED 140 881
- College Mathematics**
ICIM, Individualized, Competency Based, Instruction in Mathematics: Basic Mathematical Skills. Chicago State University Mathematics Remediation Program. ED 141 088
Predictors of Success in Freshman Mathematics. ED 141 124
- College Preparation**
Model for Calculating Cost per Pupil for Secondary Vocational, General and Transfer Curricula in Comprehensive High Schools, Shared Time Vocational Schools and Full Time Vocational Schools. Final Report. ED 139 914
- College Programs**
Directory of Outdoor Education Degree Programs in Higher Education. ED 140 994
Models in Bilingual-Bicultural Education: the Community College of Philadelphia Experience. ED 141 461
- College Role**
In the Shadow: Reflections of a State College President. ED 140 740//
- Colleges**
Academic Departments: Problems, Variations, and Alternatives. ED 140 751//
Collegiate Enrollments in the U.S., 1976-77. Statistics, Interpretation, and Trends in 4-Year and Related Institutions. ED 140 697
- College School Cooperation**
Educating Teachers for the 1980's: Toward a New School. ED 141 356
Four Case Studies: Working Partnerships Between Community Colleges and Community Schools. Community Colleges, Community Education Monograph #1. ED 140 874
- College Science**
The Effects of Diagnostic Testing as an Organizing Feedback Mechanism on the Achievement of First Year College Biology Students. ED 141 082
Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975. Detailed Statistical Tables, Appendixes B and C. ED 141 136
Novel Experiments in Physics II. A Selection of Laboratory Notes Now Used in Colleges and Universities. ED 141 166//
Piaget Applied: Suggestions for Inaction. ED 141 111
Programs for Fundamentals of Chemistry. ED 141 139
Societal Factors in the Teaching of Chemistry. ED 141 069
Student Attitudes Toward Science Before and After Introductory College Physics Courses. ED 141 080
- College Students**
A Comparative Study of Faculty and Student Attitudes Toward a Variety of College Grading Purposes and Practices. ED 141 381
Diagnostic Testing and the Disadvantaged Student: A Field in Disarray. ED 140 281
Higher Education Technical Amendments. House of Representatives Report No. 95-269. ED 140 720
Human Diversity, Program Evaluation and Pupil Assessment; And, A Critical Review of Black Consciousness, Identity and Achievement. ED 141 451
Kinesiology Carnival: A New Teaching Technique. ED 141 269
A Legal Overview of the New Student as Educational Consumer, Citizen, and Bargainer. ED 140 739//
- Logic and Simulation. ED 140 843
New York State Programs of Postsecondary Opportunity, 1974-75: Summary of Reports, Analysis and Regents Recommendations. ED 141 475
Problems Reported by Students in Educational Methods Courses. ED 140 126
The Relationship of Task Characteristics to Attitudes, Absenteeism, Stress and Performance Among College Students. ED 140 181
Sensitivity to Visual Structure. ED 140 939
The Whole College Catalog About Drinking: A Guide to Alcohol Abuse Prevention. ED 140 152
Yale College Freshmen: How Well Do They Write? ED 140 753
- College Supervisors**
The Behavior of Supervisors Assessed By Student Teachers. Research Bulletin No. 37. ED 141 346
The University Supervisor: What Place in Academe? Student Teacher Supervisor Questionnaire. ED 141 321
- College Teachers**
The College Instructor's Guide to Teaching and Academia. ED 140 747//
Students' Evaluations of Instructional Effectiveness: Research and a Survey Instrument. ED 141 413
A Theoretical Approach for Internal Allocation of Academic Personnel Resources. ED 140 691
- Color**
Color Evoked Potentials in Adults and Infants. ED 140 970
- Colorado**
[An Act Concerning Teacher Certification for the State of Colorado; Senate Bill No. 43.] ED 141 330
Providing Location Information for Colorado Library Resources. ED 140 802
Rules for the Administration of the Teacher Certification Act of 1975. ED 141 329
- Colorado (Denver)**
Historic Denver for Kids. ED 141 260
- Color Evoked Potential**
Color Evoked Potentials in Adults and Infants. ED 140 970
- Columbia University Teachers College**
The Competency-Based Preparation of Administrators at Teachers College, Columbia University. ED 140 462
- Commercial Art**
Commercial and Advertising Art. Performance Objectives. Basic Course. ED 139 944
Commercial and Advertising Art. Performance Objectives. Intermediate Course. ED 139 958
- Commission on the Status of Women**
Commissions on the Status of Women: A Progress Report. ED 140 178
Handbook for Commissions on the Status of Women. ED 140 164//
- Committees**
Formal Participation and Control in Community Colleges. ED 140 898
- Communication (Thought Transfer)**
Accountability and Responsibility in Governmental-Political Communication: A Selected Annotated Bibliography. ED 140 376
Brazil: Intercultural Experiential Learning Aid. ED 140 624
- Communication and Growth Promoting Behavior. ED 140 377
Escalation of Agitative Rhetoric: A Case Study of Mattachine Midwest, 1967-1970. ED 140 358
Espana: Building Bridges of Understanding with the People of Spain. ED 140 618
German-Speaking People of Europe. ED 140 621
ICA Communication Audit Survey Instrument: 1977 Organizational Norms. ED 140 375
Intercultural Communicating. ED 140 619
Intercultural Communicator Resources. ED 140 622
Koreans: Building Bridges of Understanding. ED 140 623
Latin America: Intercultural Experiential Learning Aid. ED 140 620
Mass Communication in Malaysia: An Annotated Bibliography. ED 140 347//
A Multicultural Perspective of Human Communication. ED 140 629
People of Japan: Building Bridges of Understanding. ED 140 625
Sequential Analysis of Visual and Verbal Behavior During Dyadic Conversation. ED 140 141
- Communication Apprehension**
An Exploratory Investigation of the Relationships of Three Types of Communication Apprehension to Student Attitudes, Levels of Satisfaction, and Achievement. ED 140 361
- Communication Audits**
ICA Communication Audit Survey Instrument: 1977 Organizational Norms. ED 140 375
- Communication Problems**
A Multicultural Perspective of Human Communication. ED 140 629
Special Technology for Special Children: Computers as Prostheses to Serve Communication and Autonomy in the Education of Handicapped Children. ED 140 526
- Communication Research**
An Overview of Communication Research in Asia: Status, Problems and Needs. Papers of the East-West Communication Institute No. 6. ED 140 362
- Communications**
Journalism Abstracts: M.A., M.S., Ph.D. Theses in Journalism and Mass Communication. Vol. 14. ED 140 333
Mass Communication in Malaysia: An Annotated Bibliography. ED 140 347//
Observations on the Mass Media. ED 140 296//
An Overview of Communication Research in Asia: Status, Problems and Needs. Papers of the East-West Communication Institute No. 6. ED 140 362
Proceedings of a Seminar on Career Trends in Communication (Washington, D.C., June 26-27, 1975). ED 140 823
- Communication Satellites**
Computer Managed Instruction at Remote Sites by Satellite: Phase I, A Feasibility Study. ED 140 791
A Synthesis of the Final Reports and Evaluations of the ATS-6 Satellite Experiments in Health, Education and Telecommunications. ED 140 783
- Communication Skills**
Communication and Growth Promoting Behavior. ED 140 377
Communication and the Elderly Patient. ED 140 132

- Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities. Coordinator's Guide. ED 140 203
- Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities. ED 140 204
- An Exploratory Investigation of the Relationships of Three Types of Communication Apprehension to Student Attitudes, Levels of Satisfaction, and Achievement. ED 140 361
- Focus: Secondary Speech Education. ED 140 379
- Improving Supervisors' Interpersonal Communication. ED 141 319
- Management Listens to Its Own Speech. ED 140 369
- Papers on Language and Context. Working Papers of the Language Behavior Research Laboratory, No. 46. ED 140 672
- Training Parents of Learning Disabled Children in Facilitative Communication Skills. ED 140 292//
- Two Methods of Teaching Communication Skills to Graduate Level Students in Counseling and Guidance. ED 140 337//
- Communicative Competence (Languages)**
- Group Testing of Listening Comprehension and Oral Proficiency. ED 140 650
- Community Agencies (Public)**
- Leisure Services: The Organized Recreation and Park System. Fifth Edition. ED 141 280//
- Community Attitudes**
- Community Satisfaction as Definition of the Situation: Some Conceptual Issues. ED 141 223
- Public Opinion and the School Board. Selected Readings for School Board Members. ED 140 446
- Satisfaction with Community Services in Northern West Virginia. Bulletin 649, October 1976. ED 141 062
- Community Characteristics**
- An Analysis of the Community and Public Library of Pawtucket, Rhode Island. ED 140 806
- Student Residence Location, College Service Areas, and Socio Economic Census Data of the San Jose Community College District. A Demographic Profile Based Upon the 1975 Special Census. ED 140 903
- Community Colleges**
- Community College Career Counseling and Computer Use. Sabbatical Report, Spring 1976. ED 140 136
- A Continuation of the Demonstration of Computerized Occupational Information Dissemination in Four Urban Community Colleges. ED 140 149
- Cooperation Among Unlike Institutions for Today's Learning Force. ED 140 780
- Governance in Institutions with Faculty Unions: Six Case Studies. ED 140 764
- Metrics Course Outline and Resources. ED 141 073
- Community Control**
- An Analysis of Educational Policy: Implications for Minority Community Concerns. ED 141 200
- Citizen Participation: Quality and Impact. ED 140 489
- Community Coordinated Child Care**
- Learning Resources Center: Increasing Parent Competence. ED 140 942
- Community Development**
- Community Report Card. ED 141 041
- The Lummi Indians - Economic Development and Social Continuity. ED 141 007//
- Rural Development: A Pilot Project in Clinton County, New York. ED 141 060
- The South Carolina Title V Program in Perspective: Three Models of Purposive Change. ED 141 022
- Community Education**
- About Community College Community Education and Community Services. A "Brief" Highlighting Important Literature since 1965 about Community Education and Community Services in the Community College. ED 140 927
- A Definition of and Evaluation Design for Community Education Programs. Technical Assistance Outline. ED 140 117
- Four Case Studies: Working Partnerships Between Community Colleges and Community Schools. Community Colleges, Community Education Monograph #1. ED 140 874
- "Operation New Horizons"--Right to Read--Adult Reading Academy. First Annual Report. ED 140 055
- Community Health Services**
- Project Scan: School and Community Project for Abused and Neglected Children. Final Report. ED 141 436
- Community Influence**
- The Assessment of Marital Instability in a Semi-Rural Setting: Cultural Considerations. ED 140 125
- Community Information Services**
- Seattle Community Learning Center Demonstration Project. Final Report. ED 140 849
- Community Involvement**
- Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.4) Plans for Community Involvement. ED 140 046
- Career Education. Administrators and Counselors Implementation Model. Module V--Implementation. (5.2) Curriculum Evaluation. ED 140 048
- Citizen Participation: Quality and Impact. ED 140 489
- The Complex Society; Its Implications for School Boards. ED 140 487//
- Doing Something About Educational Failure: A System for Educational Improvement Through Community Involvement. ED 140 449//
- Implementing Career Education. Community Involvement. ED 140 090
- The Relationship of Inservice Education to Program Improvement Within the Portland Consortium Training Complex. ED 141 354
- Springboards to Learning. Career Guidance Institute (August 18-27, 1976). Final Report. ED 140 054
- Community Leaders**
- A Comparison of Citizen and Leader Perceptions of Selected Quality of Life Indicators. ED 141 033
- Community Organizations**
- The Role of the "Y" as a Leisure Education Organization. ED 140 023
- Community Problems**
- An Educational Guide for Planning an Improved Human Environment. ED 141 081
- Community Programs**
- Comprehensive Emergency Services: A System Designed to Care for Children in Crisis. Neglected and Abused by Their Family, Neglected and Abused by Their Community. ED 140 550
- A National Forum on Residential Services (New Orleans, Dec. 3-4, 1976). ED 140 534
- Procedure Manual for Group Homes for Developmentally Disabled Adults. Revised January, 1977. ED 140 545
- Community Recreation Programs**
- Leisure Services: The Organized Recreation and Park System. Fifth Edition. ED 141 280//
- Community Resources**
- Implementing Career Education. Community Involvement. ED 140 090
- Community Satisfaction**
- Satisfaction with Community Services in Northern West Virginia. Bulletin 649, October 1976. ED 141 062
- Community Service Programs**
- About Community College Community Education and Community Services. A "Brief" Highlighting Important Literature since 1965 about Community Education and Community Services in the Community College. ED 140 927
- Alternative Patterns for Strengthening Community Service Programs in Institutions of Higher Education. A Study of the Residual Effects of Federal Developmental Funding through Title I, HEA, 1965. ED 140 760
- Four Case Studies: Working Partnerships Between Community Colleges and Community Schools. Community Colleges, Community Education Monograph #1. ED 140 874
- The Pendleton Project: Semi-Annual Narrative Report, July 12, 1976. ED 140 134
- The Pendleton Project: Semi-Annual Narrative Report, January 10, 1977. ED 140 135
- Community Services**
- Financing Community Services Instruction. ED 140 882
- Higher Education Technical Amendments. House of Representatives Report No. 95-269. ED 140 720
- Satisfaction with Community Services in Northern West Virginia. Bulletin 649, October 1976. ED 141 062
- Community Study**
- An Analysis of the Community and Public Library of Pawtucket, Rhode Island. ED 140 806
- Community Surveys**
- About Community College Community Education and Community Services. A "Brief" Highlighting Important Literature since 1965 about Community Education and Community Services in the Community College. ED 140 927
- Comparative Analysis**
- Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume III: Educational Assessment. ED 141 044
- A Comparison of Citizen and Leader Perceptions of Selected Quality of Life Indicators. ED 141 033
- Composition Instruction Does Make a Difference: A Comparison of the High School Preparation of College Freshmen in Regular and Remedial English Classes. ED 140 342
- Differential Outcomes of Early Childhood Education. ED 140 935
- Energy Cost and Consumption Audit Program. 1975-76 Report. ED 140 465//
- Mosaic. Hispanic Sub-Cultural Values: Similarities and Differences. ED 141 466
- Satisfaction with Community Services in Northern West Virginia. Bulletin 649, October 1976. ED 141 062
- Structural Components Revealed by Evaluating the Quality of Elementary School Tests. ED 141 383
- The University as an Organization: System and Environment. Current Projects. Educational

- Development: Information on Research and Development in Post-Secondary Education. ED 140 754
- Verbal and Mathematical Ability of High School Juniors in 1974: A Norms Study of PSAT/NMSQT. Research Bulletin RB-76-27. ED 141 372
- Comparative Education**
- On Cognition and Social Change: A Report from a Pilot Study Regarding the Effect of Schooling on Cognitive Growth and Attitudes: towards Social Change in Pakistan, Reports from the Institute of Education, University of Goteborg, No. 57. ED 141 198
- Cross Cultural Considerations for Education and Research. ED 141 216
- Education and Science in the Federal Republic of Germany. BW 3-77 and BW 4-77. ED 141 238
- Family Life Education in Canadian Schools. ED 141 228
- Pioneers: A Case Study of a Film Caught in the Two Line Struggle in Literature and Art in the People's Republic of China. Occasional Paper No. 77-5. ED 141 244
- Selected Bibliography of Polish Educational Materials, Vol. 14, No. 1, 1975. ED 141 261
- Spatial Stages Development in Children and Teacher Classroom Style in Geography. International Research in Geographic Education. ED 141 218
- What Children Read in China. Occasional Paper No. 77-6. ED 141 243
- Compensatory Education**
- Dysfunctional Elements in the ESEA Title I Structure. ED 140 499
- The Effectiveness of the TARMAC Reading Program. ED 140 238//
- Project Follow Through: An ERIC Abstract Bibliography. ED 140 978
- Relationship between Student Participation in a Secondary School Reading Program and Selected School Performance Variables. ED 140 217//
- Compensatory Education Programs**
- An Analysis of Success Factors in Title III Reading Projects; Five Successes: Instructional Implications. ED 140 268
- Emergency School Aid Act, Basic Project 1975-76. Research and Evaluation Report, V. 10 n. 11, March 1977. ED 141 459
- Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1975-76. Final Evaluation Report. ED 141 452
- Evaluation Report of ECE, ESEA Title I, and EDY, 1975-76. ED 141 460
- Florida Migratory Child Compensatory Program. Evaluation, 75-76. ED 140 999
- A Handbook for Teachers of Three, Four, and Five Year Old Migrant Children. ED 141 001
- New York State Programs of Postsecondary Opportunity, 1974-75; Summary of Reports, Analysis and Regents Recommendations. ED 141 475
- Report on Compensatory Education, 1975-76. ED 141 474
- Stimulating Parent Involvement in Remedial Reading Programs: Strategies and Techniques. ED 140 245
- Teacher Attitudes Towards Compensatory Education Programs in the Dallas Independent School District. ED 141 446
- Those Elusive Components that Contribute to the Success of Compensatory Education Projects. ED 141 444
- The Use of Congruence between the Items in a Norm-referenced Test and the Content in Compensatory Education Curricula in the Evaluation of Achievement Gains. ED 141 395
- Competition**
- Age and Socio-Economic Status in Children's Behaviors in Competitive and Cooperative Working Conditions. ED 140 975
- The Effects of Competition and Social Reinforcement Upon Perceptual Motor Performance. ED 141 332
- Competitive Selection**
- Predicting Success in the AFROTC Scholarship Program. Final Report, January 1976-January 1977. ED 141 420
- On Selecting Graduate Psychology Students: A Tentative Proposal. ED 141 414
- Complexity Level**
- Composition with a Cognitive Twist. ED 140 320
- Differences Between Kuder-Richardson Formula 20 and Formula 21 Reliability Coefficients for Short Tests with Different Item Variabilities. ED 141 411
- Compliance**
- Aspects of Compliance in a Reciprocal Family System. ED 140 127
- Transmission and Compliance with Expectations in a Simulated Supervisor-Worker Interaction. ED 140 137
- Composition (Literary)**
- Communicative Syllabus Design for Written English. ED 140 658
- Composing for the Left Hand: Writing Activities for the Intermediate Grades. ED 140 344
- Composition in the Open-Door College. ED 140 888
- Composition with a Cognitive Twist. ED 140 320
- Encouraging Young Authors and Young Readers. ED 140 253
- Including a Concentration in Composition in the Traditional English Ph.D. Program. ED 140 353
- Individual Conferences Versus Typed Comments Without Conferences on Graded Freshman English Composition Papers: The El Camino Experiment and the Compton Experiment. ED 140 910
- Research on the Effect of Feedback on Writing: Review and Implications. ED 140 355
- Small Group Triad: An Instructional Mode for the Teaching of Writing. ED 140 321
- Composition Skills (Literary)**
- Communicative Syllabus Design for Written English. ED 140 658
- Composition at the Middle Level of Elementary School. School Research Newsletter. ED 140 611
- Composition Instruction Does Make a Difference: A Comparison of the High School Preparation of College Freshmen in Regular and Remedial English Classes. ED 140 342
- The Dynamics of Army Writing. ED 140 343
- An Experimental English 1002 Course. ED 140 327
- Getting It Out, Getting It Down: Adapting Zoellner's Talk-Write. ED 140 354
- Professional Journalism Skills. ED 140 298
- A Self-Paced Writing Course at Georgia Tech: Building a Logical Sequence of Units in Rhetoric. ED 140 304
- Technical Writing: The Real Needs. ED 140 330
- What Johnny Can't Write: A University View of Freshman Writing Ability. ED 140 339
- Writing an Original Research Paper Involves an Ability to Perform. ED 140 331
- Yale College Freshmen: How Well Do They Write? ED 140 753
- Comprehension**
- Context, Text, Message and Forms of Discourse. ED 140 283
- An Investigation of the Precision of Metaphorical Language Interpretation of Students in Grades Four through Seven. ED 140 294//
- Professional Development and Course Improvement Through the Use of the Instructional Audit. ED 141 368
- Comprehension Development**
- Acquisition of Japanese Relative Clauses: A Case Study on a Two-Year-Old. Annual Reports, Vol. 1. ED 140 610
- Developmental Aspects of the Ability to Understand Semantic Ambiguity. ED 140 637
- Comprehensive Emergency Services**
- Comprehensive Emergency Services: A System Designed to Care for Children in Crisis. Neglected and Abused by Their Family, Neglected and Abused by Their Community. ED 140 550
- Comprehensive Employment and Training Act**
- To Develop a System for Interfacing the Administration and Implementation of CETA and Vocational Programs at the Local Level. Final Report. ED 140 097
- Computer Assisted Instruction**
- Assessment of Computer Assisted Instruction as a Tool for Advancing Adult Learning. ED 140 073
- Computer Assisted Instruction. 1975-76 Evaluation Report. A Title I Program. Revised. ED 140 495
- Computer Classification of Triangles and Quadrilaterals--A Challenging Application. Illinois Series on Educational Applications of Computers. Number 19. ED 140 774
- Current Use of Computers in the Teaching of Statistics. ED 141 109
- Evaluation of Human Relations Training Programs. Final Report for Period April 1975-October 1976. ED 140 865
- The Flow Tutor: Schemas for Tutoring. Technical Report No. 7702. ED 140 821
- Logic and Simulation. ED 140 843
- An Overview of Chanute Lessons. ED 140 776
- Programs for Fundamentals of Chemistry. ED 141 139
- What to Do If They Fire: The Remedial Reading Teacher? The Special Education Teacher? The Learning Disabilities Teacher? Proceedings of the Annual Spring Reading Conference (11th, Rutgers University, April 1976). ED 140 259
- Computer Curriculum Corporation**
- Computer Assisted Instruction. 1975-76 Evaluation Report. A Title I Program. Revised. ED 140 495
- Computer Graphics**
- Man-Computer Symbiosis Through Interactive Graphics: A Survey and Identification of Critical Research Areas. ED 140 855
- Computer Managed Instruction**
- Computer Managed Instruction at Remote Sites by Satellite: Phase I, A Feasibility Study. ED 140 791
- Computer Oriented Programs**
- Community College Career Counseling and Computer Use. Sabbatical Report, Spring 1976. ED 140 136

- Computer-Assisted Guidance in New York City High Schools: A Demonstration of Feasibility and Impact on Students. ED 140 150
- A Continuation of the Demonstration of Computerized Occupational Information Dissemination in Four Urban Community Colleges. ED 140 149
- Felony Investigation Decision Model: An Analysis of Investigative Elements of Information. ED 140 155
- Computer Programs**
- Programs for Fundamentals of Chemistry. ED 141 139
- Simulation in Maintenance Training: Now That I've Thrown Out the Bath Water, Where is the Dear Baby? ED 140 781
- Using an Induced Course Load Matrix. ED 140 708
- Computers**
- Computers in the Federal Government: A Compilation of Statistics. ED 140 830
- Special Technology for Special Children: Computers as Prostheses to Serve Communication and Autonomy in the Education of Handicapped Children. ED 140 526
- Computer Science**
- Foreign and Domestic Accomplishments in Magnetic Bubble Device Technology. Computer Science & Technology. ED 140 814
- Programs for Fundamentals of Chemistry. ED 141 139
- Computer Science Education**
- Current Use of Computers in the Teaching of Statistics. ED 141 109
- Computer Simulation**
- Community College Library Cooperation: A Behavioral and Dynamic Model. ED 140 818
- Computer Storage Devices**
- A Computerized Special Collections Inventory System at the Wayne State University Libraries. ED 140 859
- Concept Formation**
- Basic Economic Concepts in Business Education. Bulletin No. 206. ED 140 067
- Career Education, Administrators and Counselors Implementation Model. Module I: Career Education Information. ED 140 040
- The Development of Two Workfolders on the Building of Concepts for Trainable Mentally Retarded Children. ED 140 538//
- Implementing Career Education. Concept and Process. ED 140 088
- Mathematical Representations of Development Theories. ED 140 184
- Concept Teaching**
- Computer-Based Adaptive Instructional Strategies for the Improvement of Performance and Reduction of Time. ED 140 782
- The Effects of Verbalization and the Presence of a Memory Aid on Concept Learning in Educable Mentally Retarded Children. ED 140 528
- Conceptual Schemes**
- Educology: Its Origin and Future. ED 141 201
- In-Kind Income and the Measurement of Poverty. The Measure of Poverty, Technical Paper VII. ED 141 427
- SESA Productivity Measurement System. Measuring the Productivity of the State Employment Service Agencies. Final Report. ED 139 925
- Conceptual Tempo**
- The Relationship of Some Problem Solving Variables to Cognitive Tempo. ED 140 958
- Concerns Based Adoption Model**
- A Longitudinal Investigation of Individual Implementation of Educational Innovations. ED 140 507
- Conditioned Response**
- Psychological and Physiological Alternatives in the Control of Human Communicative Behavior. ED 141 215
- Conference Reports**
- Clarifying the Class Size Question. Evaluation and Synthesis of Studies Related to the Effects of Class Size, Pupil-Adult, and Pupil-Teacher Ratios. ED 140 397//
- Conference of Ministers of Education of African Member States Organized by Unesco with the Co-operation of OAU and ECA. (Lagos, Nigeria, 27 January-4 February 1976.) Final Report. ED 140 493
- Developing Programs for Infants & Toddlers. ED 140 954
- The Doctorally Prepared Nurse. Report of Two Conferences on the Demand for and Education of Nurses with Doctoral Degrees. ED 140 687
- Librarian/Educator Interdependence. ED 140 857//
- The National Conference on Minimum Competencies: Trends and Issues. Proceedings. (City University of New York, March 4, 1977.) ED 141 404
- Organizational Processes in Education: Careers and Organizational Demography in Education. ED 140 726
- Proceedings, First Australian Seminar on Japanese Language Teaching. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 17. Papers in Japanese Linguistics, 4. ED 140 670
- Regional Experts Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 25 February - 4 March 1974). Final Report. ED 140 388
- Second Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Tokyo, 26-31 May 1975). Final Report. ED 140 389
- Third Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 19-24 January 1976). Final Report. ED 140 390
- Confidentiality**
- APA (American Psychological Association) Task Force on Privacy and Confidentiality. Final Report. ED 140 179
- Conflict**
- Pioneers: A Case Study of a Film Caught in the Two Line Struggle in Literature and Art in the People's Republic of China. Occasional Paper No. 77-5. ED 141 244
- Conflict Resolution**
- Three Curricular Conflicts. ED 140 702
- Conformity**
- The Effects of Cooperative Learning Environments on Conformity in School-Age Children. ED 140 979
- Congenitally Handicapped**
- Cognitive Remediation of Blind Students: Final Report and Demonstration of Educational Techniques. ED 140 583
- Connecticut (East Hartford)**
- History of Education Vouchers in East Hartford Connecticut. The Parents' Choice Project: February 1975 - January 1976. ED 140 393
- Conservation (Concept)**
- Acquisition of Conservation in Ghanaian Children. ED 140 947
- Conservation of Equation and Function and Its Relationship to Formal Operational Thought. ED 141 428
- Conservation (Environment)**
- To Amend the Youth Conservation Corps Act of 1970; Hearing before the Committee on Interior and Insular Affairs, United States Senate, Ninety-Fourth Congress, Second Session on S.2630, A Bill to Amend the Youth Conservation Corps Act of 1970 (84 Stat. 794), H.R.10138, An Act to Create the Young Adult Conservation Corps to Complement the Youth Conservation Corps. ED 139 909
- Real Choices in Indian Resource Development: Alternatives To Leasing. AJO Report-Billings Conference (Billings, Montana, January 30, 31, and February 1, 1975). ED 141 025
- Consolidated Schools**
- Decision Criteria and Policy for School Consolidation. Final Report. MRI Project RA-115-D(1). ED 140 466
- Public Education in Sparsely Populated Areas of the United States. ED 141 006
- Rural School Consolidation. A Decade of School Consolidation with Detailed Information from 105 Consolidated Schools. Pamphlet No. 6, June 1930. ED 141 055
- Consonants**
- Consultation on a Basic Reading Skill: Hookena, 1975-76. ED 140 263
- Consortia**
- National Directory of Educational Programs in Gerontology. First Edition. ED 140 015
- Constitutional Law**
- The Buckley Amendment. ED 140 380
- The Print Media and Equal Time. ED 140 323
- Construction (Process)**
- Carpentry. Performance Objectives. Basic Course. ED 139 962
- Construction Industry**
- American Industries. Performance Objectives. Volume I. ED 139 976
- The Impact of Legal and Administrative Remedies to Overcome Discrimination in Employment. Final Report. ED 139 919
- Consultants**
- Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Summary. Final Report. ED 140 394
- Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Final Report. Volumes I and II. ED 140 395
- The Elementary School Consultant. An In-Basket Simulation Exercise. ED 140 484//
- Consultation Programs**
- Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Summary. Final Report. ED 140 394
- Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Final Report. Volumes I and II. ED 140 395
- Using Survey Feedback in a Small Alternative High School. Research and Development Memorandum No. 148. ED 140 437
- Consumer Economics**
- The 1972-73 Consumer Expenditure Survey. The Measure of Poverty, Technical Paper VIII. ED 141 428

250 Subject Index

- Analytical Support for Cost-of-Living Differentials in the Poverty Threshold. The Measure of Poverty, Technical Paper XV.
ED 141 433
- Consumer Education**
American Council on Consumer Interests. Annual Conference. The Proceedings. Convention Theme: Ideas/Commitment/Action (22nd, Atlanta, Georgia, April 7-10, 1976).
ED 139 980
Consumer Education—Home Economics. Performance Objectives. Criterion Measures. Home Economics.
ED 139 979
How to Get Those "Extras" Out Of Retirement Living. A Course of Study Designed for Public School Continuing Education Programs.
ED 140 177
Teaching the Patterns of Life, Unit One: Consumer Education; Language Arts Program for Low Achievers, Grade 7. Revised Edition.
ED 140 315
- Consumer Price Index**
The Consumer Price Index. The Measure of Poverty, Technical Paper V.
ED 141 426
- Consumer Protection**
American Council on Consumer Interests. Annual Conference. The Proceedings. Convention Theme: Ideas/Commitment/Action (22nd, Atlanta, Georgia, April 7-10, 1976).
ED 139 980
Consumer Protection for Educators.
ED 141 312
The Evolution of Professionalism in Quebec.
ED 140 714
Reform of the Professions in Quebec.
ED 140 713
- Consumer Science**
Consumer-Oriented Laboratory Activities: A Manual for Secondary Science Students.
ED 141 070//
- Content Analysis**
The Content Analysis of 125 Title VII Bilingual Programs Funded in 1969 and 1970.
ED 141 438
The Relation of Visual and Verbal Style of Television Presentation to Learning of Prosocial Content.
ED 140 956
Some Constraints on the Word Frequency Effect in Written Discourse.
ED 140 357
The Use of Congruence between the Items in a Norm-referenced Test and the Content in Compensatory Education Curricula in the Evaluation of Achievement Gains.
ED 141 395
- Content Reading**
Classroom Strategies for Secondary Reading.
ED 140 266
DOGS—Designs for Organizing "Gobs" of Students.
ED 140 249
The Effect upon Comprehension of Mathematics Material Repatterned on the Basis of Oral Language.
ED 140 275
Teaching, Learning, and Reading in the Middle Grade Content Areas.
ED 140 213
- Context Clues**
Papers on Language and Context. Working Papers of the Language Behavior Research Laboratory, No. 46.
ED 140 672
- Contextual Analysis**
Issues in the Measurement of Contextual Effects: Homogeneity of Associations and Multiple Reference Populations.
ED 141 419
- Contingency Management**
Effect of a Combined Celeration - Error Analysis: Procedure on Oral Reading Performance.
ED 140 570
The Effects of Responsive Stimulation in Early Infancy.
ED 140 951
Teaching Language to Autistic Children.
ED 140 543
- Continuous Learning**
Cooperation Among Unlike Institutions for Today's Learning Force.
ED 140 780
Higher Education Technical Amendments. House of Representatives Report No. 95-269.
ED 140 720
Paid Educational Leave. NIE Papers in Education and Work: Number Six.
ED 140 022
- Contraception**
Is Unwanted Pregnancy Motivated?
ED 140 142
- Contracts**
Audit-Proof Contracting for Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 3.
ED 140 941//
Directory of Bargaining Agents and Contracts in Higher Education. April 1, 1977.
ED 140 698
Engaged Couples' Reactions to a Marriage Contract.
ED 140 159
Final Report of the Research Project on: Students and Collective Bargaining.
ED 140 741//
Handbook on Accreditation. 1977 Revision.
ED 140 690
Johnson-O'Malley Annual Report, Fiscal Year 1972.
ED 141 049
Statutory Requirements of Teacher Contract Laws: A Comparison of the 50 States' Continuing Contract and Teacher Tenure Laws.
ED 140 384
- Contrastive Linguistics**
Contrastive Grammar and Verb Valence.
ED 140 656
- Conversational Language Courses**
Conversational Spanish Curriculum for Teachers of Migrant Children.
ED 141 003
- Cooperation**
Age and Socio-Economic Status in Children's Behaviors in Competitive and Cooperative Working Conditions.
ED 140 975
The Effects of Cooperative Learning Environments on Conformity in School-Age Children.
ED 140 979
- Cooperative Planning**
Deriving Instructional Objectives for Teacher Corps Training Programs.
ED 140 810
Educational Building: Policies and Co-operation. Programme on Educational Building 9.
ED 140 439
Librarian/Educator Interdependence.
ED 140 857//
The Relationship of Inservice Education to Program Improvement Within the Portland Consortium Training Complex.
ED 141 354
- Cooperative Programs**
Cooperation Among Unlike Institutions for Today's Learning Force.
ED 140 780
Librarian/Educator Interdependence.
ED 140 857//
- Cooperatives**
The Cooperative Approach in Rural Development. A National Strategy and Program Design.
ED 140 993//
- Coordinators**
College Library Program. A Proposal.
ED 140 822
The Educational Development Officer—A New Staff Development Concept in the Community College and Technical Institute.
ED 140 017
World View and Educational Change: A Study of Time in a Small School District.
ED 141 035
- Correlation**
Anchor Test Study: School, Classroom, and Pupil Correlates of Fifth-Grade Reading Achievement.
ED 141 418
- Correspondence Courses**
Correspondence and Home-Study Courses in Librarianship.
ED 140 838
- Correspondence Schools**
A Cost-Benefit Study of the Alberta Correspondence School.
ED 140 470
- Correspondence Study**
A Cost-Benefit Study of the Alberta Correspondence School.
ED 140 470
- Cost Effectiveness**
An Approach to Keeping Independent Colleges Independent.
ED 140 770
Career Education. Administrators and Counselors Implementation Model. Module IV—Planning. (4.2) Plans for Resource Allocation.
ED 140 044
Computer Managed Instruction at Remote Sites by Satellite: Phase I, A Feasibility Study.
ED 140 791
A Cost-Benefit Model for the Instructional Development Services.
ED 140 856
Demonstration and Evaluation of a Microfiche-Based Audio/Visual System.
ED 140 809
Florida Agricultural Labor and Unemployment Insurance. Bulletin 767, January 1975.
ED 141 038
Migration and the Cost of Unemployment Insurance Protection for Agricultural Workers. Bulletin 760(Technical); NE-58 Research Bulletin, October 1973.
ED 141 037
PPBS in Higher Education: The Impossible Dream?
ED 140 719
A Study of Custodial Services Required by Schools in Athabasca County.
ED 140 471
Working Group on Information Exchange on Technical and Economic Studies Related to Educational Technology. Final Report.
ED 140 784
- Cost Indexes**
Analytical Support for Cost-of-Living Differentials in the Poverty Threshold. The Measure of Poverty, Technical Paper XV.
ED 141 433
The Consumer Price Index. The Measure of Poverty, Technical Paper V.
ED 141 426
- Cost of Living**
Analytical Support for Cost-of-Living Differentials in the Poverty Threshold. The Measure of Poverty, Technical Paper XV.
ED 141 433
- Costs**
Analysis of the Data From a Technical Processing Cost Study.
ED 140 795
Emergency Educational Assistance Act, 1977. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Human Resources. United States Senate. Ninety-Fifth Congress, First Session on S. 701. To Provide Federal Financial Assistance to Educational Institutions in Order to Assist Such Institutions to Meet the Emergency Caused by the High Costs of Fuel and Fuel Shortages and Harsh Weather Conditions, and for Other Purposes.
ED 140 423
Emergency Educational Assistance Act. Calendar No. 116. 95th Congress, 1st Session. Senate Report No. 95-141. Report to Accompany S. 701.
ED 140 424
Learning Resources Center: Increasing Parent Competence.
ED 140 942
Rural School Consolidation. A Decade of School Consolidation with Detailed Information from 105 Consolidated Schools. Pamphlet No. 6, June 1930.
ED 141 055
Simulation in Maintenance Training: Now That I've Thrown Out the Bath Water, Where is the Dear Baby?

- ED 140 781
The Smallness of America's Rural High Schools. Bulletin, 1930, No. 13.
- ED 141 056
Summary Cost Data from 300 Reports of Library Technical Processing Activities.
- ED 140 871
- Counseling**
Community College Career Counseling and Computer Use. Sabbatical Report, Spring 1976. ED 140 136
New Headings: Navy Alcoholism Prevention Program. Third Edition. ED 140 145
- Counseling Programs**
Counseling in the Elementary Feeder Schools. ED 140 162
Developing and Conducting In-Service Programs. Coordinator's Guide. ED 140 191
Developing and Conducting In-Service Programs. ED 140 192
Imaging Futuristic Career Guidance Programs. Coordinator's Guide. ED 140 193
Imaging Futuristic Career Guidance Programs. ED 140 194
Programs of Guidance and Counseling Becoming of Age: Implications for Vocational Education R & D. Occasional Paper No. 25. ED 140 101
- Counseling Services**
Evaluation of Education Corps, 1975-76. Research and Evaluation Report; Vol. 10, No. 2, August 1976. ED 141 352
- Counselor Attitudes**
Toward a Moral Criterion for Use by Behavior Modifiers. ED 140 118
- Counselor Evaluation**
Evaluation of the Area Student Services Program, 1976-77. ED 141 416
- Counselor Qualifications**
What Makes a Good Alcohol Counselor? ED 140 120
- Counselor Role**
Career Education. Administrators and Counselors Implementation Model. Module VIII--Implementation. (8.1) Preparation and Evaluation of Counselor Material. ED 140 051
Career Education. Administrators and Counselors Implementation Model. Module VIII--Implementation. (8.2) Consultation to School Personnel. ED 140 052
Career Education. Administrators and Counselors Implementation Model. Module VIII--Implementation. (8.3) Integration of Coordination of School and Community Resources. ED 140 053
Career Education: The Consultant Approach. ED 140 033
The Factors Underlying Sex Role Perception and Their Implications for Educators and Counselors. ED 140 122
Primary Prevention for the Senior Citizen: The Preparation for Retirement Program. ED 140 167
Programs of Guidance and Counseling Becoming of Age: Implications for Vocational Education R & D. Occasional Paper No. 25. ED 140 101
The Utilization of Consumer Surveys in Assigning Priorities to the Allocation of School Psychological Services. ED 140 144
- Counselors**
Counselor's Information Service: A Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Volume Number 4. ED 140 147
Imaging Futuristic Career Guidance Goals. Coordinator's Guide. ED 140 195

Counselor Training

- Career Education. Administrators and Counselors Implementation Model. Module VII--Develop and Implement Needs Assessment. ED 140 050
Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii. Phase IV. Final Report. ED 140 039
Developing and Conducting In-Service Programs. Coordinator's Guide. ED 140 191
Developing and Conducting In-Service Programs. ED 140 192
Developing Effective Public Relations. Coordinator's Guide. ED 140 187
Developing Effective Public Relations. ED 140 188
Imaging Futuristic Career Guidance Programs. Coordinator's Guide. ED 140 193
Imaging Futuristic Career Guidance Programs. ED 140 194
Imaging Futuristic Career Guidance Goals. ED 140 196
Two Methods of Teaching Communication Skills to Graduate Level Students in Counseling and Guidance. ED 140 337//

County Libraries

- A Directory of Library Systems in New York State. ED 140 862

County Programs

- Child Day Care Management Study. Volume II-A: State Summaries (Alabama - Nebraska). ED 140 982
Child Day Care Management Study. Volume II-B: State Summaries (Nevada - Wyoming). ED 140 983

Course Content

- Communicative Syllabus Design for Written English. ED 140 658
Societal Factors in the Teaching of Chemistry. ED 141 069
What Every Child Should Know...Social Studies. Course of Study, Criteria for Textbook Selection. ED 141 211
What Every Child Should Know...United States and Arizona History. Course of Study, Criteria for Textbook Selection. ED 141 212

Course Descriptions

- The Accounting Curriculum as Part of Education for Business in the Community College. ED 140 914
The Development of a Mini-Course in Teaching Gesture Drawing. ED 140 918
Help for ESL Learners. ED 140 653
Integrated Humanities in Florida Community Colleges. ED 140 908
Metrics Course Outline and Resources. ED 141 073
Self-Paced Instruction in Biometry at the University of Texas School of Public Health. ED 140 728

Course Evaluation

- An Analysis of Student Evaluation of Course and Instructor as an Expression of the Student's Values and Adult Education Attitudes. ED 139 992
A Comparison of the Content of English Methods Courses with the Needs of Beginning Secondary School English Teachers. ED 140 307//
Teaching Students. ED 140 750//

Course Objectives

- Developing Learning Objectives for a Model Course to Prepare Adults for the Assessment of Prior, Non-Sponsored Learning by Portfolio Evaluation. ED 140 887

- What Every Child Should Know...Social Studies. Course of Study, Criteria for Textbook Selection. ED 141 211

Course Organization

- Instructional Curriculum Mapping. ED 141 264
Teaching Students. ED 140 750//

Courses

- Course Withdrawal, Data Summary--Fall 1976. Tex-SIS FOLLOW-UP; Postsecondary Student Follow-up Management Information System. Monograph 2. ED 140 905
Measuring Student Preference at Oxnard Community College for Psychology Courses and Psychology Oriented Fields. ED 140 881
A Multivariate Analysis of Student Grades in 138 Graduate Courses. Report Number 77-9. ED 140 731

Court Cases

- The Law on Student Teaching in the United States. ED 140 416//
Meeting the Courts' Research Needs. ED 141 440
The Serrano Case: Policy for Education or for Public Finance? The Rand Paper Series. ED 140 430

Court Litigation

- The Buckley Amendment. ED 140 380
Can the Enforcement of Civil Rights Laws Protect Minority Gains in Higher Education During a Period of Retrenchment? ED 140 709
Concerning Student Publications. A Report and a Statement of Opinion. A Legal Memorandum. ED 140 385
The Impact of Legal and Administrative Remedies to Overcome Discrimination in Employment. Final Report. ED 139 919
Legal Issues in Teacher Preparation and Certification. ED 141 265
A Legal Overview of the New Student as Educational Consumer, Citizen, and Bargainer. ED 140 739//
Nine for Equality Under Law: Civil Rights Litigation. A Report to the Ford Foundation. ED 141 458
Old Age, Handicapped and Vietnam-Era Antidiscrimination Legislation. Labor Relations and Public Policy Series No. 14. ED 140 429//
Reasonable Cause for Dismissal of Teachers. ED 140 455
The School Busing Controversy: 1970-75. ED 140 420//
Scope of Collective Bargaining in Pennsylvania Community Colleges. ED 140 889

Creative Ability

- Developmental Patterns in Problem Solving and Creative Thinking Abilities in Gifted Elementary School Children. ED 140 529
Project SEARCH: Phase II Evaluation, 1975-1976. ED 140 560

Creative Activities

- The New Games Book. Play Hard, Play Fair, Nobody Hurt. ED 141 268//

Creative Development

- Project SEARCH Multi-Arts Curriculum: Lessons Plans for Fostering Exceptional Creative Potential Among Children with Handicaps (Working Draft). ED 140 561
Teaching Methods for the Development of Creativity in Medical Illustration. ED 139 926

Creative Dramatics

- Telling Stories to Children. ED 140 293//

Creative Writing

Composing for the Left Hand: Writing Activities for the Intermediate Grades.

Encouraging Young Authors and Young Readers.

Poetry as Motivation for Reading.

Creativity

Creativity and the Gifted/Talented Child.

Explorations in Creativity.

The Influence of Modeling on Children's Creative Performance.

Creativity Research

The Influence of Modeling on Children's Creative Performance.

Creativity Tests

Explorations in Creativity.

Credibility

A Factor Analytic Study of the Credibility of Newspaper and TV News.

Creoles

Creole Languages and Educational Development. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 13.

Crime

Changing Sex Roles and Females' Involvement in Delinquency.

Felony Investigation Decision Model: An Analysis of Investigative Elements of Information.

Criminal Victims

The Culpable Victim in Mendelsohn's Typology.

Criterion Referenced Tests

Air Conditioning. Performance Objectives. Intermediate Course.

American Industries. Junior Hi. Pre-Vocational. Power and Transportation.

American Industries. Performance Objectives. Volume 2.

American Industries. Performance Objectives. Volume 1.

Appliance Services. Basic Course. Career Education.

Appliance Services. Intermediate Course. Career Education.

Auto Mechanics. Performance Objectives. Basic Course.

Automotive Body Repair. Performance Objectives. Basic Course.

Automotive Body Repair. Performance Objectives. Intermediate Course.

Building Maintenance. Performance Objectives. Basic Course.

Business Machine Maintenance. Performance Objectives. Intermediate Course.

Business Machine Maintenance. Performance Objectives. Basic Course.

Cabinetmaking. Performance Objectives. Basic Course.

Carpentry. Performance Objectives. Basic Course.

Child Care Services Guide. Performance Objectives. Criterion Measures. Home Economics.

Commercial and Advertising Art. Performance Objectives. Basic Course.

Commercial and Advertising Art. Performance Objectives. Intermediate Course.

Consumer Education—Home Economics. Performance Objectives. Criterion Measures. Home Economics.

Custodial Services and Building Maint: Performance Objectives.

Diesel Mechanics. Performance Objectives. Basic Course.

Diesel Mechanics. Performance Objectives. Intermediate Course.

Drafting. Performance Objectives. Basic Course.

Electronics Technology. Performance Objectives. Basic Course.

Exploration of Child Care, Guidance and Service Occupations. Performance Objectives. Criterion Measures. Home Economics.

Exploration of Food Management, Production and Services Occupations. Performance Objectives. Criterion Measures. Home Economics.

Exploration of Home Furnishings, Equipment and Services Occupations. Performance Objectives. Criterion Measures. Home Economics.

Exploration of Institutional Home Management and Supportive Services. Occupations. Performance Objectives. Criterion Measures. Home Economics.

Family Living. Performance Objectives. Criterion Measures. Home Economics.

Food Production and Services. Performance Objectives. Criterion Measures. Home Economics.

Fundamentals of Child Care Occupations. Performance Objectives. Criterion Measures. Home Economics.

Gasoline Engine Mechanics. Performance Objectives. Intermediate Course.

Gasoline Engine Mechanics. Performance Objectives. Basic Course.

Graphic Communications. Industrial Arts. Performance Objectives. Junior High School.

Home Economics. Sample Test Items. Levels I and II.

Law Enforcement Careers. Performance Objectives. Intermediate Course.

Law Enforcement Careers. Performance Objectives. Basic Course.

Machine Shop. Performance Objectives. Intermediate Course. Career Education.

Marine Engine Mechanics. Performance Objectives. Intermediate Course.

Marine Engine Mechanics. Performance Objectives. Basic Course.

Masonry. Basic Course. Career Education.

Masonry. Performance Objectives. Intermediate Course.

Metals. Industrial Arts. Performance Objectives. Junior High School.

Orientation to Home Economics Occupations. Performance Objectives. Criterion Measures. Home Economics.

The Outcomes of Statewide Assessment: Implications for Curriculum Evaluation.

Personal Career Orientation. Performance Objectives. Criterion Measures. Home Economics.

Printing. Performance Objectives. Basic Course.

Printing. Performance Objectives. Intermediate Course.

Radio and Television Servicing. Intermediate Course.

Service Station Attendant. Performance Objectives. Basic Course.

Sheetmetal. Performance Objectives. Basic Course.

Welding. Performance Objectives. Basic Course.

Welding. Performance Objectives. Intermediate Course.

Woods. Industrial Arts. Performance Objectives. Junior High School.

Printing. Performance Objectives. Basic Course.

Printing. Performance Objectives. Intermediate Course.

Radio and Television Servicing. Intermediate Course.

Service Station Attendant. Performance Objectives. Basic Course.

Sheetmetal. Performance Objectives. Basic Course.

Welding. Performance Objectives. Basic Course.

Welding. Performance Objectives. Intermediate Course.

Woods. Industrial Arts. Performance Objectives. Junior High School.

Cross Age Teaching

A Training Model for Peer Tutoring with Mentally Retarded Individuals.

Cross Cultural Studies

Cultural Factors in Learning and Education.

Differences in Brazelton Scale Performance Between Puerto Rican and North American White and Black Newborns.

German-Speaking People of Europe.

Indian Studies Program.

A Model of Intercultural Communication: The Interaction of Japanese and Other Ethnic Groups in Hawaii.

Problems and Prospects of Introducing Latin American Studies into the Community and Junior College Curriculum.

Vietnamese Proverbs Compared with Other Sources in Investigating National Characteristics for Pedagogical Purposes.

Cross Cultural Training

Brazil: Intercultural Experiential Learning Aid.

Espana: Building Bridges of Understanding with the People of Spain.

Intercultural Communicating.

Koreans: Building Bridges of Understanding.

Latin America: Intercultural Experiential Learning Aid.

People of Japan: Building Bridges of Understanding.

Crowding

Less Eye Contact When Closer? Depends Upon Your Partner's Sex.

Cubans

Bilingual Education through Music.

The Velar Nasal in Rapid Cuban Spanish.

Cuban Spanish

Grammatical Constraints on /s/ Deletion in Cuban Spanish. A Preliminary Study.

The Velar Nasal in Rapid Cuban Spanish.

Cultural Awareness

Black Stylization and Implications for Child Welfare. Final Report.

Help for ESL Learners.

Indian Culture Program. Poplar River School No. 050, Neginan, P.O.

Toward a New Humanism: Some Value Perspectives in Emerging Cultural Relations.

- ED 141 242
- Cultural Background**
Indian Studies Program. ED 141 008
- The Italian American Family: The Southern Italian Family's Process of Adjustment to an Urban America. ED 141 235
- Cultural Differences**
Brazil: Intercultural Experiential Learning Aid. ED 140 624
- Content in English Language Materials in the Philippines: A Case Study of Cultural and Linguistic Emancipation. ED 140 644
- Cross Cultural Considerations for Education and Research. ED 141 216
- Differences in Brazelton Scale Performance Between Puerto Rican and North American White and Black Newborns. ED 140 984
- Espana: Building Bridges of Understanding with the People of Spain. ED 140 618
- German-Speaking People of Europe. ED 140 621
- Intercultural Communicating. ED 140 619
- Koreans: Building Bridges of Understanding. ED 140 623
- Latin America: Intercultural Experiential Learning Aid. ED 140 620
- People of Japan: Building Bridges of Understanding. ED 140 625
- Cultural Education**
German-Speaking People of Europe. ED 140 621
- Cultural Exchange**
Intercultural Communicating. ED 140 619
- Intercultural Communicator Resources. ED 140 622
- Cultural Factors**
The Assessment of Marital Instability in a Semi-Rural Setting: Cultural Considerations. ED 140 125
- Bilingual Bicultural Education for the Spanish Speaking in the United States: A Preliminary Bibliography. ED 141 029//
- The Career Pathways, Attitudes and Aspirations of Professional Women in Higher Education Institutions in West Berlin, Germany. A Replication of a Study Carried Out in Washington, D.C. by Gloria Freeman. ED 140 005
- Cultural Factors in Learning and Education. ED 140 606
- Mosaic. Hispanic Sub-Cultural Values: Similarities and Differences. ED 141 466
- The Relationship of Chicano Acculturation to Self-Report Anxiety and Attitudes toward Counseling and Psychotherapy. ED 140 143
- Runaway Youth: A Status Report and Summary of Projects as of March 31, 1976. ED 140 175
- Cultural Images**
Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. Coordinator's Guide. ED 140 199
- Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. ED 140 200
- Cultural Interrelationships**
Culture-Specific Belief Stereotypy and its Personality, Attitudinal and Intellectual Correlates. ED 141 453
- Cultural Pluralism**
The Ethnic Factor in the Future of Inequality. ED 141 234
- A Model of Intercultural Communication: The Interaction of Japanese and Other Ethnic Groups in Hawaii. ED 140 628
- Multilingual Education. ED 140 638
- The Relationship of Chicano Acculturation to Self-Report Anxiety and Attitudes toward Counseling and Psychotherapy. ED 140 143
- Cultural Traits**
Brazil: Intercultural Experiential Learning Aid. ED 140 624
- Espana: Building Bridges of Understanding with the People of Spain. ED 140 618
- Koreans: Building Bridges of Understanding. ED 140 623
- Latin America: Intercultural Experiential Learning Aid. ED 140 620
- People of Japan: Building Bridges of Understanding. ED 140 625
- Vietnamese Proverbs Compared with Other Sources in Investigating National Characteristics for Pedagogical Purposes. ED 140 668
- Culture**
Cultural Factors in Learning and Education. ED 140 606
- Intercultural Communicator Resources. ED 140 622
- A Multicultural Perspective of Human Communication. ED 140 629
- Culture Conflict**
Mosaic. Hispanic Sub-Cultural Values: Similarities and Differences. ED 141 466
- Culture Contact**
Intercultural Communicating. ED 140 619
- A Model of Intercultural Communication: The Interaction of Japanese and Other Ethnic Groups in Hawaii. ED 140 628
- Curiosity**
Differential Use of the Open Classroom: A Study of Exploratory and Cautious Children. Final Report. ED 140 953
- Curriculum**
Cognitive Development and Instructional Theory. ED 140 989
- Congruence: A Methodology for Aesthetic Curricular Criticism and Post-Critical Theorizing: Reconceptualizing Knowledge and Methods, as Curricular Foundations, in Secondary Cinematic Arts Education. ED 140 306//
- Crossroads '76. Addresses and Proceedings of the National and International Annual Conference of the American Arts Association (38th, 5th, Des Moines, Iowa, April 19-23, 1976). ED 140 011
- Curricular Materials for Secondary Learning Disabilities Programs. Title III: Curricular Development for Secondary Learning Disabilities. ED 140 569
- Educating Severely Handicapped Children and Youth: Highlights of the 70's. A Selected Bibliography. ED 140 514
- English Language Teaching Profile: Austria. Literature Annex. ED 140 648
- Laboratory Mathematics. Booklet I - Teacher's Management Guide. ED 141 167
- An SI Canada: Reality and Challenge at Commitment Plus Seven. ED 141 125
- The Status of Population Education in Florida Secondary Schools During 1973-74. Research Monograph 19. ED 141 183
- Vocational Ins and Outs for Developmental Kids. ED 140 536
- Curriculum Design**
The Accounting Curriculum as Part of Education for Business in the Community College. ED 140 914
- Competency-Based Education for Social Work: Education and Curriculum Issues. ED 140 706
- Congruence: A Methodology for Aesthetic Curricular Criticism and Post-Critical Theorizing: Reconceptualizing Knowledge and Methods, as Curricular Foundations, in Secondary Cinematic Arts Education. ED 140 306//
- Home Economics Education. Curriculum Planning Guidelines. Levels III-IV-V. ED 140 069
- The Teen-Age Years: A Time to Declare Independence. ED 140 576
- Curriculum Development**
Annual National Leadership Development Seminar for State Directors of Vocational Education (7th, Columbus, Ohio, September 24-26, 1974). Improving Vocational Curricula in Local Education Agencies. Leadership Training Series No. 42. ED 140 100
- Applicability of the SIGI Occupational Data Base to NTID's Curriculum Research and Career Counseling Needs. ED 140 016
- Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.1) Develop Plans for Curriculum Preparation and Infusion. ED 140 043
- Career Education Curriculum Development in the Community College. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. II, No. 7. ED 140 917
- Conjoint Scaling as a Decision Aide in Curriculum Development. ED 140 417
- Curriculum Change Toward the 21st Century. The Curriculum Series. ED 140 443
- Developing a Language Curriculum in Afghanistan. ED 140 232
- Developing Learning Modules for Child Development Associate Training: A Guide. ED 140 969
- The Educational Development Officer--A New Staff Development Concept in the Community College and Technical Institute. ED 140 017
- Elementary Social Studies Programs and the Curriculum Development Process: A Study Conducted during Sabbatical Leave, Fall Semester, 1976. ED 141 210
- The Evaluation of Instructional Programs. ERS Annotated Bibliography. ED 140 457//
- Futures Information Interchange Newsletter; Vol. 3, No. 2, December 1976 [And] Vol. 4, No. 1, April 1977. ED 141 246
- Getting Started: A Guide to Writing Your Own Curriculum. The Pennsylvania Guide for Instructional Improvement through Career Education. Organizational Volume. ED 139 927
- Home Economics Education. Curriculum Planning Guidelines. Levels III-IV-V. ED 140 069
- Implementing Energy Education in Florida's High Schools: A Two-Week Credit Institute for Teachers in South Florida. Final Report, Volume I. ED 141 217
- Indian Education Project, 1974. ED 141 017
- Leadership in the Arts: A Testing of Assumptions. ED 141 258
- The Need for Manpower Specialists: A New Role for Social Workers. A Report of the National Workshop on Manpower Curriculum Development in Social Work (New York, New York, April 11-13, 1973). ED 141 229
- New Directions in Higher Education. ED 140 705
- NIE's Role in Curriculum Development: Findings, Policy Options, and Recommendations. ED 140 401
- Poder es Saber. Workshop: Developing a Bilingual Curriculum (New Mexico Highlands University, Las Vegas, New Mexico, June 1977).

ED 141 018
Proceedings, First Australian Seminar on Japanese Language Teaching. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 17. Papers in Japanese Linguistics, 4.

ED 140 670
Project PEOPLE (Personal Enhancement of Occupational Preparation through Life Centered Education).

ED 140 060
Questions Persist About Federal Support for Development of Curriculum Materials and Behavior Modification Techniques Used in Local Schools. A Report.

ED 140 386
A Retrospective Analysis of the Development of Program Criteria.

ED 140 477
A Retrospective Analysis of the Development of a Project Monitoring System.

ED 140 478
Second Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Tokyo, 26-31 May 1975). Final Report.

ED 140 389
Social Workers and Manpower Programs: An Experimental Approach to Professional Training and Curriculum Development. Final Report 1970-1973.

ED 141 230
Springboards to Learning. Career Guidance Institute (August 18-27, 1976). Final Report.

ED 140 054
Teaching Students.

ED 140 750//
A Tri-Level Study of Arts Education: Report to the "Arts, Education and Americans Panel."

ED 141 257
Twenty Years of Science and Mathematics Curriculum Development. The Tenth Report of the International Clearinghouse.

ED 141 182

Curriculum Evaluation

Career Education. Administrators and Counselors Implementation Model. Module V--Implementation. (5.2) Curriculum Evaluation.

ED 140 048
Cartel: Annotations and Analyses of Bilingual Multicultural Materials. Winter 1976-77. Vol. IV, No. 2.

ED 140 613
Developing Learning Modules for Child Development Associate Training: A Guide.

ED 140 969
Elementary Social Studies Programs and the Curriculum Development Process: A Study Conducted during Sabbatical Leave, Fall Semester, 1976.

ED 141 210
The Use of Congruence between the Items in a Norm-referenced Test and the Content in Compensatory Education Curricula in the Evaluation of Achievement Gains.

ED 141 395

Curriculum Guides

A Contemporary Course in the Humanities for Community College Students. [Core Curriculum]

ED 140 892
A Contemporary Course in the Humanities for Community College Students. [Optional Sequences]

ED 140 893
Curriculum Aid to Indian Studies. Thornlea Secondary School, Thornhill, Ontario.

ED 141 031
Indian Culture Program. Poplar River School No. 050, Negginan, P.O.

ED 141 032
Indian Studies Program.

ED 141 008
Individually Prescribed Program of Instruction for Pupils Who Are Orthopedically Handicapped.

ED 140 558
Intellectual Skills and Language.

ED 140 931
Lakota Oral Literature.

ED 141 014
Lakota Social System.

ED 141 013
Language Arts Curriculum Guide, Performance Expectations, K-12.

ED 140 329

LISTENING: A Curriculum Guide for Teachers of Visually Impaired Students.

ED 140 532
Mathematics 7-8 Handbook, 1976 Reprint.

ED 141 115
"Model" Units for the Gifted. [A Compilation of Units for Gifted Students Based on Four Theoretical Models.]

ED 140 601
Proceedings, First Australian Seminar on Japanese Language Teaching. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 17. Papers in Japanese Linguistics, 4.

ED 140 670
Sea World Curriculum Guide. Program Theme: Adaptations K-3.

ED 141 083
Sea World Curriculum Guide. Program Theme: Adaptations 4-8.

ED 141 084
Sea World Curriculum Guide. Program Theme: Behavior K-3.

ED 141 085
Sea World Curriculum Guide. Program Theme: Behavior 4-8.

ED 141 086
Social Studies: Indians of Canada. Curriculum Unit on Indians of Canada for the Fifth Grade.

ED 141 030
Strategies for Person-Centered Language Learning.

ED 140 674//
Tribal Law and Development Policies.

ED 141 012

Curriculum Planning

Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.1) Develop Plans for Curriculum Preparation and Infusion.

ED 140 043
Comprehensive System of Personnel Development and the Implementation of P. L. 94-142: Issues and Problems.

ED 140 556
Getting Started: A Guide to Writing Your Own Curriculum. The Pennsylvania Guide for Instructional Improvement through Career Education. Organizational Volume.

ED 139 927
Helping Teacher Accountability Through Curriculum Planning. Two Snapshots and One Case Study.

ED 140 419
Instructional Curriculum Mapping.

ED 141 264
P. L. 94-142. Long Term Implications: The Art of Crystal Balling.

ED 140 555
A Realistic Expectation for Cognitive Growth During Transescence.

ED 141 316
A Review and Evaluation of the CBTE Program at South Carolina State University.

ED 141 278

Curriculum Problems

Problems and Prospects of Introducing Latin American Studies into the Community and Junior College Curriculum.

ED 140 924

Three Curricular Conflicts.

ED 140 702

Curriculum Research

Determinants of Curriculum Change and Stability, 1870-1970.

ED 141 224

Cursive Writing

SCRAPS: A Mini-Course for Volunteers in Handwriting (Grades 1-3).

ED 141 362

Custodial Mentally Handicapped

Assessment and Training Techniques for Developing Piagetian Sensor-Motor and Pre-Operational Skills in Preschool Severely Retarded Children.

ED 140 572
Program Planning Guidelines: A Review of Research with Implications for the Education and Training of the Severely to Profoundly Mentally Retarded.

ED 140 518

The Psychologist As a Change-Agent in Providing In-Service Training to Staff Members Serving School-Aged Severely Retarded.

ED 140 571

Custodian Training

Custodial Services and Building Maint: Performance Objectives.

ED 139 933

A Study of Custodial Services Required by Schools in Athabasca County.

ED 140 471

Cybernetics

No Exit: The Closing of Choice in Education.

ED 141 194

Dade County Florida Public Schools

Evaluation of the Area Student Services Program, 1976-77.

ED 141 416

Product Evaluation of the Senior High School Reading Laboratory Programs, 1975-76.

ED 141 415

Data Analysis

Analysis of the Data From a Technical Processing Cost Study.

ED 140 795

Limitations of a Standard Perspective on Program Evaluation: The Example of Ten Years of Teacher Corps Evaluations.

ED 141 387

Modification of Tab's Application of Principles and Social Studies Inference Tests. A Progress Report.

ED 141 195

Observations of Teacher Behavior: A Problem of Two Random Effects.

ED 141 388

Rationale for and Effects of Utilizing Both Qualitative and Quantitative Analyses in a Naturalistic Research Project.

ED 140 000

Response Surface Methodology Revisited: A Commentary on Research Strategy.

ED 141 385

Social Studies Skills and National Assessment.

ED 141 237

Studies in Income Distribution. Projection of March Current Population Survey: Population Earnings, and Property Income, March 1972 to March 1976. No. 1.

ED 140 056

Summary Cost Data from 300 Reports of Library Technical Processing Activities.

ED 140 871

Data Bases

Computer Information Search and Retrieval: A Guide for the Music Educator.

ED 140 846

Development and Demonstration of a Statistical Data Base System for Library and Network Planning and Evaluation. Second Quarterly Report.

ED 140 866

Development and Demonstration of a Statistical Data Base for Library and Network Planning and Evaluation. Third Quarterly Report.

ED 140 867

Inventory of Federal Data Bases Related to the Measurement of Poverty. The Measure of Poverty, Technical Paper IX.

ED 141 429

National Longitudinal Study of the High School Class of 1972: First Followup Survey Design, Instrument Preparation, Data Collection and File Development.

ED 141 406

The Problem With the Placement Study.

ED 140 916

Providing Location Information for Colorado Library Resources.

ED 140 802

Selected Search Subroutines for Searching the ERIC Data Base with the Lockheed Dialog Information Retrieval Service.

ED 140 870

Data Collection

Effectiveness of the Revised Ontario School Record System.

ED 141 402//

Illinois Community College Board Management Information Systems Manual. Eighth Edition.

ED 140 895

- Level and Remedy in School Desegregation Research. ED 141 472
- Response Surface Methodology Revisited: A Commentary on Research Strategy. ED 141 385
- What the People Think About Their Schools: Gallup's Findings. Fastback Series No. 94. ED 141 400
- Data Sheets**
- Using an Induced Course Load Matrix. ED 140 708
- Dating (Social)**
- The Assertion of Power: Ideals, Perceptions, and Styles. ED 140 130
- Day Care Programs**
- Developing Programs for Infants & Toddlers. ED 140 954
- Day Care Services**
- Child Day Care Management Study. Volume II-A: State Summaries (Alabama - Nebraska). ED 140 982
- Child Day Care Management Study. Volume II-B: State Summaries (Nevada - Wyoming). ED 140 983
- A Piagetian-Based Curriculum for Toddlers. ED 140 936
- A Position Paper on the Roles of Federal, State and Local Governments on Standards, Regulations and Laws for Day Care. ED 140 965
- A Public Review in Federal Region VI of the Federal Interagency Day Care Requirements. ED 140 966
- Sex-Typed Attitudes, Sex-Typed Contingency Behaviors, and Personality Traits of Male Caregivers. ED 140 948
- Simulation of an Infant Daycare Setting: Implementation and Evaluation. ED 140 937
- Deaf**
- Applicability of the SIGI Occupational Data Base to NTID's Curriculum Research and Career Counseling Needs. ED 140 016
- Development of a Milieu Intervention Program for Treatment of Emotionally Disturbed Deaf Children. ED 140 589
- Report on the Parent-Professional Forum: Education Day. ED 140 552
- A Study of Attitudes Toward Deafness and Its Implications for Mainstreaming. ED 140 524
- Tips on Car Care & Safety for Deaf Drivers. ED 140 074
- Debate**
- Effects of the First 1976 Presidential Debate on Candidate's Images. ED 140 366
- The Image of the Candidates: A Communication Analysis of the Ford/Carter Debates I, II, and III. ED 140 359
- Decentralization**
- Political Innovation and Institution-Building: The Experience of Decentralization Experiments. ED 141 443
- Decentralized School Design**
- Implementing Alternative Schools: Lessons from the Minneapolis Experience. ED 141 437
- Decimal Fractions**
- Laboratory Mathematics. Curriculum Booklet IV - Decimals. ED 141 170
- Decision Making**
- An Application of Multidimensional Scaling in the Collection on Qualitative Information for Decision Making. ED 140 790
- Computer-Assisted Guidance in New York City High Schools: A Demonstration of Feasibility and Impact on Students. ED 140 150
- Conjoint Scaling as a Decision Aide in Curriculum Development. ED 140 417
- Decision Criteria and Policy for School Consolidation. Final Report. MRI Project RA-115-D(1). ED 140 466
- Design of Training Systems. Computerization of the Educational Technology Assessment Model. Volume 1. ED 140 852
- Design of Training Systems: Computerization of the Educational Technology Assessment Model (ETAM). Volume 2. ED 140 853
- The Elementary School Consultant. An In-Basket Simulation Exercise. ED 140 484//
- Helpful Hints for Selecting a School or College. ED 140 752
- Higher Education and Management Information Systems. ED 140 695
- Identification of Leadership and Pictures of the Power Structure. ED 141 040
- A Modified Delphi Technique for Obtaining Consensus on Institutional Research Priorities. Research Brief. ED 140 912
- Musings on Paul Peterson's "School Politics Chicago Style" and on the Utility of Decision-Making Models. ED 140 467
- Power and Authority in British Universities. ED 140 742//
- The School Board Trustee. An In-Basket Simulation Exercise. ED 140 486//
- The Secondary School Division Chairman. An In-Basket Simulation Exercise. ED 140 485//
- Transfer of Decision Making and Farm Tasks from Father to Son in Father-and-Son Farming Arrangements. RS-51, August 1976. ED 141 023
- Translating Goals into Measurable Objectives: Research Studies and Practical Procedures. ED 140 688
- The University as an Organization: System and Environment. Current Projects. Educational Development: Information on Research and Development in Post-Secondary Education. ED 140 754
- Decision Making Skills**
- Decision Making in the School: A Participatory Model. ED 141 203
- Difficulties Associated with the Application of Social Science Data in Policy Development. ED 141 209
- Helping Students Develop Career Decision-Making Skills. Coordinator's Guide. ED 140 189
- Helping Students Develop Career Decision-Making Skills. ED 140 190
- An Investigation of Expertise: Implications for Adult Educators. ED 139 993
- Valuing Exercises for the Environmental Education Classroom. ED 141 094
- Declining Enrollment**
- An Approach to Keeping Independent Colleges Independent. ED 140 770
- Collegiate Enrollments in American 2-Year Institutions, 1976-77: Statistics, Interpretations, and Trends. ACT Special Report Twenty. ED 140 902
- Meeting Problems of Declining Enrollment. Educational, Social, and Financial Implications to School Boards of Declining Enrollments. ED 140 396//
- Program Vitality Report as of Fall 1976. ED 140 915
- Recent Enrollment Trends in U.S. Nonpublic Schools: Final Report to the National Institute of Education. ED 140 504
- Decoding (Reading)**
- Perceptual Conditioning for Decoding, 1975-1976. ED 141 482
- Teaching Strategies for Developing Comprehension Abilities. ED 140 224
- Deductive Methods**
- Incorporating New Information Into One's Existing World Knowledge. ED 141 370
- Deep Structure**
- Contrastive Grammar and Verb Valence. ED 140 656
- Stress and Deep Structure: A Measure of Language Acquisition, Grades K-6. ED 140 657
- Definitions**
- Administrative and Legislative Uses of the Terms "Poverty," "Low Income," and other Related Items. The Measure of Poverty, Technical Paper II. ED 141 425
- Analytical Support for Cost-of-Living Differentials in the Poverty Threshold. The Measure of Poverty, Technical Paper XV. ED 141 433
- Characteristics of Low-Income Populations Under Alternative Poverty Definitions. The Measure of Poverty, Technical Paper VI. ED 141 435
- Educology: Its Origin and Future. ED 141 201
- Effect of Using a Poverty Definition Based on Household Income. The Measure of Poverty, Technical Paper X. ED 141 430
- Relative Poverty. The Measure of Poverty, Technical Paper XIII. ED 141 432
- A Review of the Definition and Measurement of Poverty: Volume I, Summary Review Paper; Volume II, Annotated Bibliography. The Measure of Poverty, Technical Paper III. ED 141 424
- The Sensitivity of the Incidence of Poverty to Different Measures of Income: School-Aged Children and Families. The Measure of Poverty, Technical Paper XVII. ED 141 434
- Teaching Language to Autistic Children. ED 140 543
- Transmittal Notice: Announcement of Diagnostic Criteria for Reporting Handicapped Children in Head Start. ED 140 530
- Wealth and the Accounting Period in the Measurement of Means. The Measure of Poverty, Technical Paper VI. ED 141 464
- Degree Requirements**
- The Doctorally Prepared Nurse. Report of Two Conferences on the Demand for and Education of Nurses with Doctoral Degrees. ED 140 687
- Degrees (Titles)**
- Degree Output in the South, Distribution by Sex 1974-75. ED 140 765
- Delaware Valley Community College Service Center**
- Rural Community Colleges: A Pennsylvania Case Study. ED 140 875
- Delayed Oral Practice (Language Learning)**
- Why Speak If You Don't Need to? The Case for a Listening Approach to Beginning Foreign Language Learning. ED 140 675
- Delinquency**
- Alternative Approaches to Treating Children and Families Who Exhibit Behavior Problems: Introduction. ED 140 595
- Changing Sex Roles and Females' Involvement in Delinquency. ED 140 156
- Delinquency Prevention Center Program. ED 140 578
- A Diagnostic/Prescriptive System to Aid in the Treatment of Behavioral Disorders. ED 140 597
- Interagency Outpatient Service Delivery to Young Children and Their Families. ED 140 596

256 Subject Index

- Residential Behavior Therapy Treatment as an Intensive Care Approach to the Development of Community Competence. ED 140 598
- Delinquency Causes**
Parent-Child Relationships Parental Role Models and Reference Others--Their Joint Impact on Juvenile Delinquency. ED 140 107
- Delinquency Prevention**
The Pendleton Project: Semi-Annual Narrative Report, July 12, 1976. ED 140 134
The Pendleton Project: Semi-Annual Narrative Report, January 10, 1977. ED 140 135
- Delinquent Rehabilitation**
Diverting Youthful Offenders Through Law Enforcement-Social Service Collaboration. ED 140 182
- Delinquents**
A Consolidation of Advance Organizers and Student-Developed Pre-Reading Questions as a Method to Aid the Retention of Written Information. ED 140 233//
- Delivery Systems**
Due Process in Special Education: Resource Book. ED 140 520
Helping Leaders Help Youth. An Evaluation Report of a Program for Illinois Volunteer 4-H Leaders, 1973-75. ED 141 000
Mainstreaming as an Approach to Special Education Services: Organization and Training. ED 140 519
New Directions in Higher Education. ED 140 705
Proceedings of the Conference on Rural Health Services in Nevada (Reno, Nevada, January 17-18, 1974). ED 141 028
Public Law 94-142: The Education for All Handicapped Children Act. An Overview of the Federal Law. ED 140 554
Rural Community Colleges: A Pennsylvania Case Study. ED 140 875
A Synthesis of the Final Reports and Evaluations of the ATS-6 Satellite Experiments in Health, Education and Telecommunications. ED 140 783
University Affiliated Facilities Concerned with Mental Retardation and Other Developmental and Learning Disabilities. ED 140 549
- Delphi Technique**
A Modified Delphi Technique for Obtaining Consensus on Institutional Research Priorities. Research Brief. ED 140 912
- Demand Characteristics**
Task Demand Characteristics: Factors in Reading Comprehension. ED 140 276
- Democratic Values**
Can Quality Coexist with Equality in a Just Community? ED 140 768
No Exit: The Closing of Choice in Education. ED 141 194
- Demography**
Changes in Enrollment by 1985. Policy Analysis Service Reports Volume 3, Number 1. ED 140 766
Comparative Study of Population Growth and Agricultural Change: C - Case Study of India. Asian Population Studies Series No. 23. ED 141 075
Demographic Norms for Metropolitan, Non-metropolitan and Rural Counties. Mental Health Demographic Profile System Working Paper No. 24, July 1975. ED 141 010
Family Planning in Five Continents: Africa, America, Asia, Europe, Oceania. December 1976 Update. ED 141 076
- Goodenough-Harris Test Estimates of Intellectual Maturity of Youths 12-17 Years: Demographic and Socioeconomic Factors. ED 141 417
Organizational Processes in Education: Careers and Organizational Demography in Education. ED 140 726
Persons of Spanish Origin in the United States: March 1976. Population Characteristics, Current Population Reports. ED 141 050
Relative Poverty. The Measure of Poverty, Technical Paper XIII. ED 141 432
Student Residence Location, College Service Areas, and Socio Economic Census Data of the San Jose Community College District. A Demographic Profile Based Upon the 1975 Special Census. ED 140 903
Studies in Income Distribution. Projection of March Current Population Survey: Population Earnings, and Property Income, March 1972 to March 1976. No. 1. ED 140 056
- Demonstration Programs**
Diagnosis, Prescriptions, Management Systems and the Director's Role. ED 140 219
The Mount Druitt Early Childhood Project. Second Annual Report to Bernard Van Leer Foundation. ED 140 960
Project Follow Through: An ERIC Abstract Bibliography. ED 140 978
- Dentistry**
Women's Participation in First-Professional Degree Programs in Medicine, Dentistry, Veterinary Medicine, and Law, 1969-70 through 1974-75. ED 140 761
- Department Directors (School)**
Departments and Department Chairs: Organizational and Administrative Influences on Undergraduate Teaching. An Annotated Bibliography. On Teaching Undergraduate Sociology. ED 140 701
The Secondary School Division Chairman. An In-Basket Simulation Exercise. ED 140 485//
- Department of Agriculture**
Food Plans for Poverty Measurement. The Measure of Poverty, Technical Paper XII. ED 141 431
- Departments**
Academic Departments: Problems, Variations, and Alternatives. ED 140 751//
- Design**
Impact Characteristics of Ice Hockey Helmets. ED 141 331
- Developing Nations**
An Analysis of U.S. Foreign Direct Investment Policy and Economic Development. A.I.D. Discussion Paper No. 36. ED 141 226
Comparative Study of Population Growth and Agricultural Change: C - Case Study of India. Asian Population Studies Series No. 23. ED 141 075
Conference of Ministers of Education of African Member States Organized by Unesco with the Co-operation of OAU and ECA. (Lagos, Nigeria, 27 January-4 February 1976.) Final Report. ED 140 493
Design for Change. Higher Education in the Service of Developing Countries. A Handbook for Planners. ED 140 771
Development Planning in Southeast Asia: Role of the University. ED 140 681
Educational Evaluation in Malaysia - Trends and Prospects. IIEP Seminar Paper 10. ED 141 376
Feeding the Preschool Child: Documents Issued by PAG Ad Hoc Working Group Meetings (1969-1975). ED 140 968
- Higher Education and Social Change. Promising Experiments in Developing Countries. Volume 2: Case Studies. ED 140 744//
Higher Education and Social Change. Promising Experiments in Developing Countries. Volume 1: Reports. ED 140 745//
Internal Migration. UNITAR News, Vol. 8, 1976. ED 141 176
Inventory of Educational Innovations in Asia. Volumes I and II. ED 140 391
Mass Media and Developing Nations: A Global Perspective of the Present State of Mass Communication and Its Research. ED 140 848
Methodology for the Evaluation of Education Attainments; A Project of the IBRD and IIEP. IIEP Seminar Paper 2. ED 141 377
Nonformal Education and Social Change in Latin America. UCLA Latin American Studies, Volume 35. ED 141 204
Our World. CEM Topic Folder No. 3. ED 141 206
The Place of Evaluation in the Tanzanian System of Education. IIEP Seminar Paper 6. ED 141 374
Regional Experts Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 25 February - 4 March 1974). Final Report. ED 140 388
Report of the African Regional Seminar on Educational Evaluation (Dar es Salaam, Tanzania, April 7-May 2, 1975). ED 141 373
Second Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Tokyo, 26-31 May 1975). Final Report. ED 140 389
Software for Managing the Process of Manpower Training for Economic and Industrial Development. ED 140 845
Third Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 19-24 January 1976). Final Report. ED 140 390
- Development**
AISOM (The American Indian School of Medicine), March 1977. ED 141 026
Case Studies on Faculty Development. ED 140 700
Hard Choices: Development of Non-Energy Non-Replenishable Resources. AIO Report No. 10. ED 141 027
Real Choices in Indian Resource Development: Alternatives To Leasing. AIO Report-Billings Conference (Billings, Montana, January 30, 1975). ED 141 025
Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas. Being Chapter V of Volume 1 of the Biennial Survey of Education in the United States: 1934-36. Bulletin, 1937, No. 2 (Advance Pages) ED 141 054
- Developmental Disabilities**
Advocacy Under the Developmental Disabilities Act: Summary of a Discussion Paper on Implications of Section 113, PL 94-103. ED 140 568
University Affiliated Facilities Concerned with Mental Retardation and Other Developmental and Learning Disabilities. ED 140 549
- Developmental Programs**
A Piagetian-Based Curriculum for Toddlers. ED 140 936
SEARCH: An Individualized Social Education Curriculum. ED 141 252
Self Concept Development for High Risk Students in the Community College. ED 140 878

Developmental Psychology

- The Influence of Age and Intrastimulus Organization on Recognition Memory of Information in Complex Pictures. ED 140 128
- Mathematical Representations of Development Theories. ED 140 184

Developmental Reading

- Some Characteristics of Persistent and Non-Persistent Students Who Enrolled Voluntarily in a Developmental Reading Program at the University of Florida. ED 140 234//

Developmental Stages

- Kohlberg's Structuralism: A Critical Appraisal. Monograph Series/15. ED 140 482//
- Mathematical Representations of Development Theories. ED 140 184
- Modeling the Medium: Effects of Formal Properties of Children's Television Programs. ED 140 950

Developmental Tasks

- A Handbook for Teachers of Three, Four, and Five Year Old Migrant Children. ED 141 001

Diabetes

- What the Teacher Should Know About Diabetes. ED 141 324

Diachronic Linguistics

- Language Change in Childhood and in History. Working Papers of the Language Behavior Research Laboratory, No. 41. ED 140 671

Diagnostic Teaching

- Diagnosis, Prescriptions, Management Systems and the Director's Role. ED 140 219
- The Generalization of Skills and Drills vs. Corrective Feedback Instruction to the Independent Reading Performance of Intermediate Aged Learning Disabled Boys. ED 140 218//
- Student Progress Reporter Corps., School Year 1975-1976. ED 141 488

Diagnostic Tests

- Diagnostic Testing and the Disadvantaged Student: A Field in Disarray. ED 140 281
- The Dynamics of Army Writing. ED 140 343
- The Effects of Diagnostic Testing as an Organizing Feedback Mechanism on the Achievement of First Year College Biology Students. ED 141 082

Dial Access Information Systems

- The Use of Passwords for Controlled Access to Computer Resources. Computer Science & Technology. ED 140 815

Dialects

- Content in English Language Materials in the Philippines: A Case Study of Cultural and Linguistic Emancipation. ED 140 644
- Grammatical Constraints on /s/ Deletion in Cuban Spanish. A Preliminary Study. ED 140 643
- The Velar Nasal in Rapid Cuban Spanish. ED 140 642

Dialect Studies

- Grammatical Constraints on /s/ Deletion in Cuban Spanish. A Preliminary Study. ED 140 643
- Regional and General Speech Patterns of Factory Workers. ED 140 627
- The Velar Nasal in Rapid Cuban Spanish. ED 140 642

Dictionaries

- A Basque-English Dictionary: A Twentieth-Century Reality? ED 140 646
- Linguistics and Bilingual Dictionaries. Studies in Language Learning, Vol. I, No. 1, Fall 1975. ED 140 603

Diesel Engines

- Diesel Mechanics. Performance Objectives. Basic Course. ED 139 941
- Diesel Mechanics. Performance Objectives. Intermediate Course. ED 139 942

Dietetics

- Nutrition, Weight Control, and Exercise. ED 141 286//
- Obesity and Psychoanalysis. ED 140 133

Diffusion

- Federal Programs Supporting Educational Change, Vol. VII: Factors Affecting Implementation and Continuation. ED 140 432
- The Importance of the Graphic Approach to Research in Higher Education. ED 140 694
- Politics and Diffusion Strategies for Instructional Development in Higher Education. ED 140 816

Directories

- Academic Library Instruction in the Southwest. ED 140 778
- Directory of Bargaining Agents and Contracts in Higher Education. April 1, 1977. ED 140 698
- Directory of Chairpersons of Country Resource Panels. ED 140 837
- Directory of Graduate Programs in the Speech Communication Arts and Sciences, 1977-1978. ED 140 374//
- A Directory of Library Systems in New York State. ED 140 862
- Directory of Outdoor Education Degree Programs in Higher Education. ED 140 994
- Energy: Who's Doing What? ED 141 186
- Guide to Specialized Subject Collections in Maryland Libraries. ED 140 836
- Historic Denver for Kids. ED 141 260
- National Directory of Educational Programs in Gerontology. First Edition. ED 140 015

Disadvantaged Youth

- Homework Helper Component. Evaluation Period School Year 1974-75. ED 141 441
- Problems and Potentials of Individualized Instruction for Disadvantaged Students. ED 140 864
- Project Follow Through: An ERIC Abstract Bibliography. ED 140 978
- Stimulating Parent Involvement in Remedial Reading Programs: Strategies and Techniques. ED 140 245

Discipline

- Aspects of Compliance in a Reciprocal Family System. ED 140 127
- General Report of the Alberta School Discipline Study, 1975-76. ED 140 454

Discipline Policy

- Alternatives to School Disciplinary and Suspension Problems. ED 140 509

Discipline Problems

- Alternatives to School Disciplinary and Suspension Problems. ED 140 509
- Behavior Clinics: A Method to Change Attitudes? ED 140 129

Discourse Analysis

- Context, Text, Message and Forms of Discourse. ED 140 283
- Egocentrism in the Language of Six to Seven-Year-Old Mexican Children. ED 140 676

Discovery Learning

- Autonomous Work by Pupils.

- ED 141 358
- The Effects of Practice-Item Variety, Practice Strategy and Training Mode on Performance in a Rule-Finding Task. ED 140 350
- Learning to Think in a Math Lab. ED 141 112
- Lenox Hill Neighborhood School Camp Program; School Year 1975-1976. ED 141 481
- Relating Field Independence and a Discovery Approach to Learning Mathematics: A Trait-treatment Interaction Study. ED 141 077

Discrimination Learning

- Sensitivity to Visual Structure. ED 140 939

Discriminatory Attitudes (Social)

- Handbook for Commissions on the Status of Women. ED 140 164//
- The Impact of Legal and Administrative Remedies to Overcome Discrimination in Employment. Final Report. ED 139 919

Discriminatory Legislation

- Toward Equity for Blacks in Higher Education. ED 141 455

Discussion (Teaching Technique)

- An Attempt at Parent Education Through a Lecture-Discussion Series. ED 140 959
- Competency Area: Instructional Strategies. ED 141 355

Discussion Groups

- Enhancing the Lives of Nursing Home Patients through Reading Activities. ED 140 274
- Small Group Triad: An Instructional Mode for the Teaching of Writing. ED 140 321

Distance

- The Education of Adolescents in Remote Areas of Ontario. ED 141 005//

Distar Language I

- Language Training for Trainable Mentally Retarded Children: ITPA, Peabody, and Distar Techniques. ED 140 527

Distributive Education

- Distributive Education II. Course of Study. ED 140 030
- A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971. ED 141 369

District of Columbia

- Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1975-76. Final Evaluation Report. ED 141 452

Divorce

- The Child's Development of the Concept of Family. ED 140 980
- Sex Differences in Voluntary Post Marital Dissolution Adjustment. ED 140 183

Doctoral Degrees

- Characteristics of Doctoral Scientists and Engineers in the United States, 1975. ED 141 181
- Doctorate Recipients from United States Universities. Summary Report 1976. ED 140 721
- Time to Advanced Degree: A Profile of Recent Advanced Degree Recipients. ED 140 762

Doctoral Programs

- Directory of Graduate Programs in the Speech Communication Arts and Sciences, 1977-1978. ED 140 374//
- The Doctorally Prepared Nurse. Report of Two Conferences on the Demand for and Education of Nurses with Doctoral Degrees. ED 140 687
- Including a Concentration in Composition in the Traditional English Ph.D. Program.

- Participants' Progress: The First Five Years. A Status Report on Candidates in the National Ed.D. Program for Educational Leaders. ED 140 353
- Doctoral Theses**
An Analysis of the Bases Used By Library Evaluators in the Accrediting Process of the Southern Association of Colleges and Schools. ED 141 276
- A Bibliography of American Doctoral Dissertations in Linguistics: 1950-1974. CAL-ERIC/CLL Series on Languages and Linguistics, No. 53. ED 140 800
- Canadian Theses on Microfiche. Catalogue: Supplement No. 20. ED 140 615
- Student Attitudes Toward Science Before and After Introductory College Physics Courses. ED 140 826
- ED 141 080
- Documentaries**
Creating Documentary Theatre as Educational Process. ED 140 373
- Don't Know Responses**
A Study of the I Don't Know Response in Multiple-Choice Tests. Iowa Testing Programs Occasional Papers, No. 5. ED 141 371
- Drafting**
Drafting. Performance Objectives. Basic Course. ED 139 940
- Graphic Communications. Industrial Arts. Performance Objectives. Junior High School. ED 139 972
- Drama**
Creating Documentary Theatre as Educational Process. ED 140 373
- Going on the Stage: A Report to the Calouste Gulbenkian Foundation on Professional Training for Drama. ED 140 363
- Interpreters Theatre: Theatre of the Word. ED 140 365
- Dramatic Play**
The Relationship between Dramatic Play and Self-Concept in Middle Class Kindergarten Children. ED 140 289//
- Dramatics**
Creating Documentary Theatre as Educational Process. ED 140 373
- Drinking**
Alcohol Education: Curriculum Guide for Grades 7-12. ED 140 180
- Drug Abuse Prevention: The Awareness, Experience, and Opinions of Junior and Senior High School Students in New York State. Report No. 2 of Winter 1974/75 Survey. ED 140 174
- A Survey of Substance Use Among Junior and Senior High School Students in New York State. Report No. 1: Prevalence of Drug and Alcohol Use, Winter 1974/75. ED 140 173
- Television and Alcohol Consumption and Abuse. Rand Paper Series No. P-5621. ED 140 163
- The Whole College Catalog About Drinking: A Guide to Alcohol Abuse Prevention. ED 140 152
- Driver Education**
Accident Avoidance Skill Training and Performance Testing. Final Report. ED 140 021
- K-9 Traffic Safety Resource Curriculum. Level D. Professional Guide. ED 140 087
- Dropout Characteristics**
Some Characteristics of Students Who Withdrew from L.A.C.C. Spring 1976, Spring 1975, Spring 1974, and Spring 1973. Research Study #77-9. ED 140 876
- Dropout Prevention**
Predicting Success in the AFROTC Scholarship Program. Final Report, January 1976-January 1977. ED 141 420
- Project MACK. Final Evaluation Report 1974-1975. ED 140 415
- Dropout Rate**
Completion Rates for Education and Training under the Vietnam Era GI Bill. A Study Submitted by the Veterans' Administration to the Committee on Veterans' Affairs, United States Senate. Ninety-Fourth Congress, 2nd Session. Senate Committee Print No. 48. ED 139 917
- Dropout Research**
Social Factors in Educational Attainment Among Puerto Ricans in U.S. Metropolitan Areas, 1970. The First in a Series of Reports on Puerto Ricans and Education. ED 141 421
- Dropouts**
Non-Returning Special Students: A Follow-up Study. ED 140 926
- Survey of Non-Returning Non-Vocational Students. ED 140 906
- Drug Abuse**
Drug Abuse Prevention: The Awareness, Experience, and Opinions of Junior and Senior High School Students in New York State. Report No. 2 of Winter 1974/75 Survey. ED 140 174
- A Survey of Substance Use Among Junior and Senior High School Students in New York State. Report No. 1: Prevalence of Drug and Alcohol Use, Winter 1974/75. ED 140 173
- Vanguards in Training: Jan 1976. ED 140 172
- Drug Education**
The Whole College Catalog About Drinking: A Guide to Alcohol Abuse Prevention. ED 140 152
- Due Process**
Due Process in Special Education: Resource Book. ED 140 520
- Emerging Trends in Court Rulings Affecting Daily Operations of the Schools. ED 140 480
- Dyslexia**
An Interdisciplinary Journal of Specific Language Disability. Volume 25. ED 140 241
- Early Childhood Education**
Class-Inclusion: An Analysis of Responses Under Concrete and Verbal Presentation. ED 140 987
- Current Topics in Early Childhood Education. Volume 1. ED 140 988//
- Developing Programs for Infants & Toddlers. ED 140 954
- Differential Outcomes of Early Childhood Education. ED 140 935
- Dutch Preschool Education: A Right and Not a Privilege. ED 140 974
- Early Identification Program. ED 141 479
- The Enculturation of the Imaginative Processes Between the Ages of Five and Seven Years and Their Effect Upon Classroom Activity. Final Report. ED 140 945
- The Follow Through Planned Variation Experiment: What is the Pay-Off? ED 141 449
- Intellectual Skills and Language. ED 140 931
- The Junior Kindergarten Study. ED 140 938//
- Learning Resources Center: Increasing Parent Competence. ED 140 942
- Little Rock Public Schools Early Childhood Survey. ED 140 941
- The Mount Druitt Early Childhood Project. Second Annual Report to Bernard Van Leer Foundation. ED 140 960
- An Observation Protocol for Early Childhood Settings. ED 140 952
- Parental Teaching Strategies: A Review of Selected Observational Studies. ED 140 934
- Project Follow Through: An ERIC Abstract Bibliography. ED 140 978
- A Regression Model for Selection of Games to Enhance Problem Solving and Personality Skills in Young Children. ED 140 844
- Summary of the Early Childhood Services Task Force on Teacher Competence. ED 141 294
- Early Childhood Setting Observation Instrument**
An Observation Protocol for Early Childhood Settings. ED 140 952
- Earth Science**
Earth Science Supplement to the Syllabus, Part 1, Topics 1-4, Special Edition 1970. ED 141 137
- Earth Science Supplement to the Syllabus, Part 2, Topics 5-8, 1970 Edition. 1974 Reprint. ED 141 138
- The Moon, the Sun, and Tides. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 214. [Project COAST]. ED 141 148
- Sea Floor Spreading. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 302. [Project COAST]. ED 141 156
- Eating Habits**
Obesity and Psychoanalysis. ED 140 133
- The Physical and Social Environment for Feeding the Severely and Profoundly Handicapped. ED 140 594
- The Vegetable Bowl. Research Monograph No. 13. ED 141 134
- The Vegetable Bowl. [Student Booklet]. ED 141 132
- The Vegetable Bowl. Teacher's Guide. ED 141 133
- Ecology**
Marshes: Nature's Bounty. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 230. [Project COAST]. ED 141 155
- The Rocky Shore. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 225. [Project COAST]. ED 141 153
- Economically Disadvantaged**
The Cooperative Approach in Rural Development. A National Strategy and Program Design. ED 140 993//
- The Effectiveness of Three Media in Disseminating Basic Information to Low Income Families. ED 141 004
- A Test of the Homogeneity Thesis of the Culture of Poverty Theory: Characteristics of Disadvantaged Farm Families. Tech. Bul. No. 248, December 1975. ED 141 009
- Williamsburg County Human Resources Campus (WCHRC): Planning Report. ED 141 034
- Economic Change**
Bringing the World of Work and the Institutions of Education Closer Together. Two Commencement Addresses at The Ohio State University. Occasional Paper No. 28. ED 140 102
- Economic Development**
An Analysis of U.S. Foreign Direct Investment Policy and Economic Development. A.I.D. Discussion Paper No. 36. ED 141 226
- Community Report Card. ED 141 041

- A Comparison of Citizen and Leader Perceptions of Selected Quality of Life Indicators. ED 141 033
- Design for Change. Higher Education in the Service of Developing Countries. A Handbook for Planners. ED 140 771
- Development Planning in Southeast Asia: Role of the University. ED 140 681
- Economie et enseignement a Madagascar. (Economy and Education in Madagascar.) Financement des systemes educatifs: etudes de cas Nationales 8. ED 140 502
- The Lummi Indians - Economic Development and Social Continuity. ED 141 007//
- Micropolitan Development: Theory and Practice of Greater-Rural Economic Development. ED 141 061//
- Reservation Economic Development. A Course in Small Business. ED 141 015
- Software for Managing the Process of Manpower Training for Economic and Industrial Development. ED 140 845
- Economic Disadvantage**
- An Assessment of Research Needs of Women in the Rural United States: Literature Review and Annotated Bibliography. ED 141 465
- Economic Education**
- Materials for Using American Issues Forum in the American History Classroom. Topic VI: The Business of America. ED 141 219
- Economic Factors**
- Reports on Standardized Economic Figures for Small Newspapers and City Editors' Knowledge about Their Audience. America Newspaper Publishers Association News Research Bulletin, No. 2. ED 140 349
- Economic Research**
- Research & Information on Employment & Training. Proceedings of a Symposium (Hershey Convention Center, Hershey, Pennsylvania, October 14-15, 1976). ED 140 026
- Economics**
- Basic Economic Concepts in Business Education. Bulletin No. 206. ED 140 067
- Educable Mentally Handicapped**
- Effect of Imposed Versus Self-Generated Imagery and Sentence Mediation on the Free Recall of Retarded Adolescents. ED 140 525
- The Effects of Verbalization and the Presence of a Memory Aid on Concept Learning in Educable Mentally Retarded Children. ED 140 528
- The Motor Domain and its Correlates in Educationally Handicapped Children. ED 141 267//
- Education**
- Eduology: Its Origin and Future. ED 141 201
- The Interview as a Measuring Device in Education. ED 141 410
- Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas. Being Chapter V of Volume I of the Biennial Survey of Education in the United States: 1934-36. Bulletin, 1937, No. 2 (Advance Pages) ED 141 054
- Educational Accountability**
- Accountability in Tutorial Programs. ED 140 214
- Competency-Based Education for Social Work: Education and Curriculum Issues. ED 140 706
- Helping Teacher Accountability Through Curriculum Planning. Two Snapshots and One Case Study. ED 140 419
- Public Law 94-142: The Education for All Handicapped Children Act. An Overview of the Federal Law. ED 140 554
- Educational Administration**
- 400+ Ways to Save Money in Your Schools. ED 140 435//
- Beyond Stress to Effective Management. OSSC Bulletin Vol. 20, Nos. 9 and 10. ED 140 440
- Departments and Department Chairs: Organizational and Administrative Influences on Undergraduate Teaching. An Annotated Bibliography. On Teaching Undergraduate Sociology. ED 140 701
- Educational Administration: The Developing Decades. ED 140 422//
- Higher Education and Management Information Systems. ED 140 695
- Integration Through an Internship-Special Education and General Education. ED 140 463
- "Loose Coupling" and the School Administrator; Some Recent Research Findings. ED 140 436
- Management by Objectives. ACSA School Management Digest, Series 1, No. 6. ERIC/CEM Research Analysis Series, Number 33. ED 140 381
- Needed Federal Policy in Education for Century III. Occasional Paper No. 24. ED 139 985
- Obstacles to Innovation Within the University Organization. Current Project. R & D for Higher Education. ED 140 756
- Second Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Tokyo, 26-31 May 1975). Final Report. ED 140 389
- Vocational Training. Information Bulletin. Supplement. United Kingdom. ED 139 987
- Educational Alternatives**
- The Alternative School: Alachua County (Florida) Public Schools. Descriptive Materials Covering the Secondary Center for Emotionally Disturbed Adolescents. ED 140 600
- On Being Gifted: Student Perspectives. ED 140 559
- A Comparison of Four Experience-Based Career Education Programs: What They Offer. How They Differ. ED 140 031
- Delinquency Prevention Center Program. ED 140 578
- Educating Teachers for the 1980's: Toward a New School. ED 141 356
- Helpful Hints for Selecting a School or College. ED 140 752
- Implementing Alternative Schools; Lessons from the Minneapolis Experience. ED 141 437
- Indian Education Project, 1974. ED 141 017
- Indian Education Project: An Abridgment. ED 141 016
- Rural Community Colleges: A Pennsylvania Case Study. ED 140 875
- The Self-Teaching Process in Higher Education. ED 140 735//
- Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. ED 141 059
- Toward Challenging Peaks: Education Personnel for Alternative Futures. ED 141 311
- Educational Assessment**
- Accountability in Tutorial Programs. ED 140 214
- Assessment of Social Studies Learning of California Seventh Grade Students: A Report to the California Legislature, as Required by Assembly Concurrent Resolution No. 139. ED 141 233
- Assessment of Student Achievement. A Survey of the Assessment of Student Achievement in Ontario. ED 141 403//
- Career Education. Administrators and Counselors Implementation Model. Module VI--Evaluation of Career Education (Administrator). ED 140 049
- Career Education and Basic Academic Achievement. A Descriptive Analysis of the Research. ED 140 032
- Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume I: Executive Summary. ED 141 042
- Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume III: Educational Assessment. ED 141 044
- Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977. ED 141 249
- Design of Training Systems. Computerization of the Educational Technology Assessment Model. Volume I. ED 140 852
- Design of Training Systems: Computerization of the Educational Technology Assessment Model (ETAM). Volume 2. ED 140 853
- An Educational Needs Assessment for the Children of Florida's Migratory Agricultural Workers. Volume I: Executive Summary - A Summary of Findings and Recommendations. ED 141 002
- Educational Perspectives: A Survey of 10,000 Ontario Students, Teachers, and Parents. ED 141 401//
- The Era of the New Social Studies. ED 141 191
- An Examination of Attitudes toward Current Secondary School English Programs in Greater Boston. ED 140 335//
- Input-Output Analysis in Public Education. ED 140 425//
- Leadership in the Arts: A Testing of Assumptions. ED 141 258
- Measuring Educational Progress: A Study of the National Assessment. ED 140 228//
- National Assessment of Educational Progress. Science Technical Report: Summary Volume. ED 141 135
- The Outcomes of Statewide Assessment: Implications for Curriculum Evaluation. ED 141 394
- Report of an Assessment of the Educational Needs of Northern Albertans, 1976. ED 140 998
- Social Studies Highlights Report, 1974-75. Bulletin 1459. ED 141 214
- Social Studies Skills and National Assessment. ED 141 237
- State Assessment and Testing Programs: An Annotated ERIC Bibliography. Volume I: General References. Volume II: Individual State Programs. ED 141 389
- Student Assessment Service: A Model for Assessment of Learning and Behavior Problems in the High School. ED 140 157
- A Study of the Army's Advanced Civilian Schooling Programs. ED 140 755
- A Tri-Level Study of Arts Education: Report to the "Arts, Education and Americans Panel." ED 141 257
- Educational Attitudes**
- An Analysis of Student Evaluation of Course and Instructor as an Expression of the Student's Values and Adult Education Attitudes. ED 139 992
- Attitudes of North Dakota Implement Dealership Managers towards a Continuing Management Education Program. Report of the Research Study. ED 140 075

- The Relationships among Anomia, Attitude toward Adult Education, and Nonparticipation in Formal Adult Education Activities. ED 139 999
- Educational Background**
Prediction of Air Force Technical Training Success from ASVAB and Educational Background. ED 140 098
Twenty-One Years in the Lives of 444 Men. ED 140 004
- Educational Benefits**
Following Up Graduates: A Measure of Academic Effectiveness. ED 140 684
Queuing for Union Jobs and the Social Return to Schooling. Institute for Research on Poverty Discussion Papers. Report 360-76. ED 139 905
- Educational Certificates**
New Jersey Regulations and Standards for Certification. 22nd Edition. ED 141 323
- Educational Change**
The Advisor: Supportive Assistance for Effective Changes in Education. ED 141 345
Approaches to Semestering. Secondary School Organization: Some Current Alternatives. ED 140 399//
Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Summary. Final Report. ED 140 394
Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Final Report. Volumes I and II. ED 140 395
Curriculum Change Toward the 21st Century. The Curriculum Series. ED 140 443
Determinants of Curriculum Change and Stability, 1870-1970. ED 141 224
The Era of the New Social Studies. ED 141 191
The Impact of the Implementation Experience on an Educational Innovation. ED 140 497
Implementing Career Education. Nine Model Practices. ED 140 091
Needed Federal Policy in Education for Century III. Occasional Paper No. 24. ED 139 985
New Directions in Australian Education. ED 140 410
Obstacles to Innovation Within the University Organization. Current Project. R & D for Higher Education. ED 140 756
The Place of Evaluation in the Tanzanian System of Education. IIEP Seminar Paper 6. ED 141 374
Planning and Change: Essential Considerations and Fundamental Relationships. ED 140 028
Rural School Consolidation. A Decade of School Consolidation with Detailed Information from 105 Consolidated Schools. Pamphlet No. 6, June 1930. ED 141 055
A Study of the Relationships of Selected Personal and Professional Characteristics to Change, Non-Change, and Value-Interest Orientations of Professional Adult Educators. ED 140 006
Theoretical Perspectives on Bilingual Education Programs. Working Papers on Bilingualism, No. 13. ED 140 667
The University as an Organization: System and Environment. Current Projects. Educational Development: Information on Research and Development in Post-Secondary Education. ED 140 754
- Educational Coordination**
Career Education. Administrators and Counselors Implementation Model. Module VIII—Implementation. (8.3) Integration of Coordination of School and Community Resources. ED 140 053
- The Design and Application of Information Systems in Higher Education. ED 140 692
To Develop a System for Interfacing the Administration and Implementation of CETA and Vocational Programs at the Local Level. Final Report. ED 140 097
Graduate Credit Contract Course as a Flexible Model for Inservice Design. ED 141 309
Harrison County Teacher Education Center Needs Assessment Survey: A Second Look. ED 141 310
- Educational Demand**
New Directions in Higher Education. ED 140 705
Ontario Council on University Affairs. Third Annual Report. March 1, 1976 to February 28, 1977. ED 140 686
Present Situation of Graduate Studies, Brazil - 75. ED 140 723
Research & Information on Employment & Training. Proceedings of a Symposium (Hershey Convention Center, Hershey, Pennsylvania, October 14-15, 1976). ED 140 026
- Educational Development**
Conference of Ministers of Education of African Member States Organized by Unesco with the Co-operation of OAU and ECA. (Lagos, Nigeria, 27 January-4 February 1976.) Final Report. ED 140 493
Creole Languages and Educational Development. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 13. ED 140 607
Development Planning in Southeast Asia: Role of the University. ED 140 681
Ecological Inquiry: Expanding the Definition. ED 140 788
Economie et enseignement a Madagascar. (Economy and Education in Madagascar.) Financement des systemes educatifs: etudes de cas Nationales 8. ED 140 502
The Era of the New Social Studies. ED 141 191
Higher Education and Social Change. Promising Experiments in Developing Countries. Volume I: Reports. ED 140 745//
Nonformal Education and Social Change in Latin America. UCLA Latin American Studies, Volume 35. ED 141 204
The Origins of Formative Evaluation Techniques for Film and Television: A Historical Analysis. ED 140 787
Understanding the Media. ED 140 811
- Educational Diagnosis**
The Interview as a Measuring Device in Education. ED 141 410
Learning Disabilities: Theory, Assessment and Remediation. A Bibliography. ED 140 521
Observational Techniques for Use by Special Educators in Assessing Students with Learning Disabilities. ED 140 590
Program Planning Guidelines: A Review of Research with Implications for the Education and Training of the Severely to Profoundly Mentally Retarded. ED 140 518
Public Law 94-142. Education for All Handicapped Children Act of 1975—Individualized Education Programs: Content and Related Issues. ED 140 557
Responsiveness with Rigor: A Methodology for Diagnosis of Adult Education Needs through Ethnographic Research. ED 139 991
School Psychology 1976: Old Problems and New Opportunities. ED 140 160
- Transmittal Notice: Announcement of Diagnostic Criteria for Reporting Handicapped Children in Head Start. ED 140 530
- Educational Discrimination**
Social Factors in Educational Attainment Among Puerto Ricans in U.S. Metropolitan Areas, 1970. The First in a Series of Reports on Puerto Ricans and Education. ED 141 421
- Educational Economics**
The Influence of State and Federal Aid on the Demand for Educational Opportunity in Kentucky. ED 140 433
- Educational Environment**
The Effects of Cooperative Learning Environments on Conformity in School-Age Children. ED 140 979
Theoretical Approaches to the College Environment. ED 140 689
- Educational Experience**
Queuing for Union Jobs and the Social Return to Schooling. Institute for Research on Poverty Discussion Papers. Report 360-76. ED 139 905
- Educational Facilities**
Emergency Educational Assistance Act, 1977. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Human Resources, United States Senate. Ninety-Fifth Congress, First Session on S. 701. To Provide Federal Financial Assistance to Educational Institutions in Order to Assist Such Institutions to Meet the Emergency Caused by the High Costs of Fuel and Fuel Shortages and Harsh Weather Conditions, and for Other Purposes. ED 140 423
Emergency Educational Assistance Act. Calendar No. 116. 95th Congress, 1st Session. Senate Report No. 95-141. Report to Accompany S. 701. ED 140 424
- Educational Finance**
400+ Ways to Save Money in Your Schools. ED 140 435//
About Community College Finance. A "Brief" Highlighting Important Literature since 1973 about Finance in the Community College. ED 140 928
Alternative Measures of Local Wealth and Effort. ED 140 476
An Approach to Keeping Independent Colleges Independent. ED 140 770
Dollars and Sense: Budgeting for Today's Campus. ED 140 736//
Economie et enseignement a Madagascar. (Economy and Education in Madagascar.) Financement des systemes educatifs: etudes de cas Nationales 8. ED 140 502
Education Vouchers in New Hampshire. An Attempt at Free Market Educational Reform. ED 140 392
Financing Community Services Instruction. ED 140 882
History of Education Vouchers in East Hartford Connecticut. The Parents' Choice Project: February 1975 - January 1976. ED 140 393
Louisiana School Finance. Publication No. 1454. ED 140 404
Options in Education. Program #85: The Courts and the Public Schools. ED 140 511
A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs. ED 140 696
Revenues and Expenditures for Public Elementary and Secondary Education, 1974-75. ED 140 402
School Facility Logistics. A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives. ED 140 472

School Facility Logistics: A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives. Executive Summary.

ED 140 473

School Laws, 1977. Idaho Legislature, Forty-Fourth Legislature, First Regular Session.

ED 140 427

The Serrano Case: Policy for Education or for Public Finance? The Rand Paper Series.

ED 140 430

Sick Leave Gratuities and Resultant Liabilities.

ED 140 398//

University System of Georgia Annual Report for Fiscal Year July 1, 1975 - June 30, 1976.

ED 140 759

Voter Behavior and Campaign Strategies in School Finance Elections. Research Brief.

ED 140 383//

The Ways and Means: A Study of the Needs and Resources of Students Enrolled in United Negro College Fund Member Institutions. Research Report Vol. 2, No. 1.

ED 140 757

Educational Games

School Media of 1987 Game.

ED 140 314

Educational History

An Analysis of Factors which Led to the Dominance of Scholarship as Compared with Teaching and Outreach Activities in Land Grant Institutions.

ED 139 996

Determinants of Curriculum Change and Stability, 1870-1970.

ED 141 224

Educational Administration: The Developing Decades.

ED 140 422//

The Era of the New Social Studies.

ED 141 191

Louisiana School Finance. Publication No. 1454.

ED 140 404

Partisans and Provincials: The Political Milieu of State-Supported Education in Illinois, 1870-1920. Yale Higher Education Program Working Paper, YHEP-5.

ED 141 205

Physical Education in a Changing Society.

ED 141 281//

A Point of Pride: The University of Portland Story.

ED 140 748//

The Revolutionary College. American Presbyterian Higher Education 1707-1837.

ED 140 734//

Educational Improvement

Computer-Based Adaptive Instructional Strategies for the Improvement of Performance and Reduction of Time.

ED 140 782

The Just Community at What Price—The Role of Government in Financing Education.

ED 140 769

Redefining the Systems Space in Education.

ED 141 277

A Review and Evaluation of the CBTE Program at South Carolina State University.

ED 141 278

A User-Driven Federally Supported System of School Improvement: Design Specifications.

ED 140 503

Educational Innovation

Educating Teachers for the 1980's: Toward a New School.

ED 141 356

Federal Programs Supporting Educational Change, Vol. VII: Factors Affecting Implementation and Continuation.

ED 140 432

Governing Academic Organizations: New Problems, New Perspectives.

ED 140 447//

Handbook on Accreditation. 1977 Revision.

ED 140 690

Helping Teacher Accountability Through Curriculum Planning. Two Snapshots and One Case Study.

ED 140 419

Idea Book for Supervisors of Student Teachers.

ED 141 318

The Impact of the Implementation Experience on an Educational Innovation.

Inventory of Educational Innovations in Asia. Volumes I and II.

ED 140 391

Obstacles to Innovation Within the University Organization. Current Project. R & D for Higher Education.

ED 140 756

Regional Experts Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 25 February - 4 March 1974). Final Report.

ED 140 388

Second Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Tokyo, 26-31 May 1975). Final Report.

ED 140 389

Suggestopaedia-Canada.

ED 140 673

Third Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 19-24 January 1976). Final Report.

ED 140 390

Educational Legislation

[An Act Concerning Teacher Certification for the State of Colorado; Senate Bill No. 43.]

ED 141 330

Elementary and Secondary Education Act of 1976; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-fourth Congress, Second Session on H.R. 11023 to Authorize a Career Education Program for Elementary and Secondary Schools, and for Other Purposes. Hearings Held in Washington, D.C. February 2, September 13 and 20, 1976.

ED 139 916

Higher Education Technical Amendments. House of Representatives Report No. 95-269.

ED 140 720

Partisans and Provincials: The Political Milieu of State-Supported Education in Illinois, 1870-1920. Yale Higher Education Program Working Paper, YHEP-5.

ED 141 205

School Law: A Selected Bibliography to Resources.

ED 140 505

School Laws, 1977. Idaho Legislature, Forty-Fourth Legislature, First Regular Session.

ED 140 427

Educationally Disadvantaged

Computer Assisted Instruction. 1975-76 Evaluation Report. A Title I Program. Revised.

ED 140 495

Diagnostic Testing and the Disadvantaged Student: A Field in Disarray.

ED 140 281

The Effectiveness of the TARMAC Reading Program.

ED 140 238//

Writing an Original Research Paper Involves an Ability to Perform.

ED 140 331

Educational Methods

Film in Education: This Worked For Me.

ED 140 793

Educational Needs

Attitudes of North Dakota Implement Dealer-ship Managers towards a Continuing Management Education Program. Report of the Research Study.

ED 140 075

Current Issues and the Future of Education of Education in the Black Community.

ED 141 456

An Educational Needs Assessment for the Children of Florida's Migratory Agricultural Workers. Volume 1: Executive Summary - A Summary of Findings and Recommendations.

ED 141 002

Education and Training in Aging; Hearings before the Select Committee on Aging, House of Representatives, Ninety-Fourth Congress, Second Session. March 3-4, 1976.

ED 140 012

The Liberal Arts College: Desegregation without Integration.

ED 141 239

A Model (Based upon Open Systems Organizational Theory) for Continuous Educational

Needs Assessment in Continuing Professional Education Programs.

ED 139 995

Perspectives on Citizen Education.

ED 141 245

Report of an Assessment of the Educational Needs of Northern Albertans, 1976.

ED 140 998

School and College. Studies in Post-Sixteen Education.

ED 140 738//

Social Studies Highlights Report, 1974-75. Bulletin 1459.

ED 141 214

A Study of Needs for Possible Inservice Education Programs as Expressed by Secondary English Teachers and as Perceived by Their Administrators.

ED 140 351

Toward Equity for Blacks in Higher Education.

ED 141 455

Training Needs in Gerontology; Hearing before the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, First Session. Part 3—Washington, D.C.

ED 140 013

Training Undergraduates in Organizational Communication.

ED 140 371

A Tri-Level Study of Arts Education: Report to the "Arts, Education and Americans Panel."

ED 141 257

Vocational Education Program Need in Large Cities.

ED 139 924

Yale College Freshmen: How Well Do They Write?

ED 140 753

Educational Objectives

Career Development/Vocational Offerings. Final Report.

ED 140 076

The Content Analysis of 125 Title VII Bilingual Programs Funded in 1969 and 1970.

ED 141 438

Curriculum Aid to Indian Studies. Thornlea Secondary School, Thornhill, Ontario.

ED 141 031

Deriving Instructional Objectives for Teacher Corps Training Programs.

ED 140 810

Descriptors for Political Understanding: A Guide to Asking Questions about Learning Related to Political Literacy in Wisconsin Schools, K-12.

ED 141 262

The Doctorally Prepared Nurse. Report of Two Conferences on the Demand for and Education of Nurses with Doctoral Degrees.

ED 140 687

Doing Something About Educational Failure: A System for Educational Improvement Through Community Involvement.

ED 140 449//

The Humanities Strand of Project Search. The Humanities Series.

ED 141 225

Indian Culture Program. Poplar River School No. 050, Neginan, P.O.

ED 141 032

Instructional Curriculum Mapping.

ED 141 264

Language Arts Curriculum Guide, Performance Expectations, K-12.

ED 140 329

Listening Fluency Before Speaking: An Alternative Paradigm.

ED 140 651

The Metric System: Ideas for Introducing the Metric System.

ED 141 114

Research and Development Project in Career Education. Final Report.

ED 139 906

Research Considerations in Ethical Education.

ED 141 250

Springboards to Learning. Career Guidance Institute (August 18-27, 1976). Final Report.

ED 140 054

Student's Educational Intent, Data Summary--Fall 1976. Tex-SIS FOLLOW-UP; Postsecondary Student Follow-up Management Information System. Monograph 1.

ED 140 904

Teaching Business Communications Journalism or Humanistic Endeavor?

- ED 140 340
- Educational Opportunities**
- Analysis of Adult Learning Experiences in Rural Settings. ED 140 008
- Can Quality Coexist with Equality in a Just Community? ED 140 768
- An Examination of Admission Criteria for Graduate Students in Departments of Educational Administration. ED 140 464
- Paid Educational Leave. NIE Papers in Education and Work: Number Six. ED 140 022
- Selected Alternatives for Serving More High School-Aged Students in the Vocational-Technical Schools. Final Report. ED 139 907
- The Smallness of America's Rural High Schools. Bulletin, 1930, No. 13. ED 141 056
- Educational Philosophy**
- A. F. Ames, Village Schoolmaster. A Memoir. ED 141 072
- Career Education. Administrators and Counselors Implementation Model. Module I: Career Education Information. ED 140 040
- Educology: Its Origin and Future. ED 141 201
- Kohlberg's Structuralism: A Critical Appraisal. Monograph Series/15. ED 140 482//
- Physical Education in a Changing Society. ED 141 281//
- Rachel's Radical Gospel: A Marxist Critique. ED 141 314
- Educational Planning**
- Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.3) Plans for Scheduling. ED 140 045
- Doing Something About Educational Failure: A System for Educational Improvement Through Community Involvement. ED 140 449//
- Elementary-Secondary Guide for Oregon Schools. Part II: Suggestions. ED 140 441
- Institutional Analysis and Planning in Higher Education. ED 140 693
- Les sous-préfectures de Sikensi et Dabakala, Cote-d'Ivoire. (The Regions of Sikensi and Dabakala, Ivory Coast.) Method of preparation de la carte scolaire: études de cas 9. ED 140 501
- Methodology for the Evaluation of Education Attainments; A Project of the IBRD and IIEP. IIEP Seminar Paper 2. ED 141 377
- National Plan for Graduate Studies. ED 140 729
- Needed Federal Policy in Education for Century III. Occasional Paper No. 24. ED 139 985
- New Perspectives for the System of Higher Education. ED 140 730
- Personnel in Education and Training: A Survey of the Potential Market for Educational Information Services. ED 140 807
- Planning and Change: Essential Considerations and Fundamental Relationships. ED 140 028
- QAM: A Competency Based Need Assessment Methodology and Computer Program. ED 140 808
- Educational Policy**
- An Analysis of Educational Policy: Implications for Minority Community Concerns. ED 141 200
- Curriculum Change Toward the 21st Century. The Curriculum Series. ED 140 443
- Difficulties Associated with the Application of Social Science Data in Policy Development. ED 141 209
- Education and Collective Bargaining. Readings in Policy and Research. ED 140 421//
- Elementary and Secondary Education Act of 1976; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-fourth Congress, Second Session on H.R. 11023 to Authorize a Career Education Program for Elementary and Secondary Schools, and for Other Purposes. Hearings Held in Washington, D.C. February 2, September 13 and 20, 1976. ED 139 916
- Elementary-Secondary Guide for Oregon Schools. Part II: Suggestions. ED 140 441
- English Language Teaching Profile: Austria. Literature Annex. ED 140 648
- English Language Teaching Profile: Morocco. ED 140 649
- If This Keeps up....Current School Policy Making and Political Learning. ED 141 196
- The Integration of Migrant Children Into Pre-School Education. ED 140 963
- Measuring Educational Progress: A Study of the National Assessment. ED 140 228//
- Needed Federal Policy in Education for Century III. Occasional Paper No. 24. ED 139 985
- New Directions in Australian Education. ED 140 410
- NIE's Role in Curriculum Development: Findings, Policy Options, and Recommendations. ED 140 401
- No Exit: The Closing of Choice in Education. ED 141 194
- The Place of Evaluation in the Tanzanian System of Education. IIEP Seminar Paper 6. ED 141 374
- Public Opinions About Education: A Statewide Poll of Wisconsin Residents. ED 140 406
- A Study of the Army's Advanced Civilian Schooling Programs. ED 140 755
- Understanding the Media. ED 140 811
- Vocational Training. Information Bulletin. Supplement. United Kingdom. ED 139 987
- Youth Unemployment: The Need for a Comprehensive Approach. ED 139 912
- Educational Practice**
- English Language Teaching Profile: Austria. Literature Annex. ED 140 648
- Implementing Career Education. Nine Model Practices. ED 140 091
- Selected Bibliography of Polish Educational Materials, Vol. 14, No. 1, 1975. ED 141 261
- Educational Problems**
- Conference of Ministers of Education of African Member States Organized by Unesco with the Co-operation of OAU and ECA. (Lagos, Nigeria, 27 January-4 February 1976.) Final Report. ED 140 493
- An SI Canada: Reality and Challenge at Commitment Plus Seven. ED 141 125
- What the People Think About Their Schools: Gallup's Findings. Fastback Series No. 94. ED 141 400
- Educational Programs**
- The Bilingual Child; Research and Analysis of Existing Educational Themes. ED 141 448//
- Creativity and the Gifted/Talented Child. ED 140 599
- Educational Evaluation in Malaysia - Trends and Prospects. IIEP Seminar Paper 10. ED 141 376
- Formative Research in Educational Media. ED 140 792
- Methodology for the Evaluation of Education Attainments; A Project of the IBRD and IIEP. IIEP Seminar Paper 2. ED 141 377
- National Directory of Educational Programs in Gerontology. First Edition. ED 140 015
- Nine for Equality Under Law: Civil Rights Litigation. A Report to the Ford Foundation. ED 141 458
- Northeast Academic Science Information Center (NASIC). Final Report. ED 140 850
- Participants' Progress: The First Five Years. A Status Report on Candidates in the National Ed.D. Program for Educational Leaders. ED 141 276
- Report of the African Regional Seminar on Educational Evaluation (Dar es Salaam, Tanzania, April 7-May 2, 1975). ED 141 373
- A Review of Research and Evaluation Literature on Outward Bound and Related Educational Programs. ED 141 039
- The Role of the "Y" as a Leisure Education Organization. ED 140 023
- To Teach Family Day Care Caregivers How Not to Be Discriminative with Sex Roles and to Encourage Positive Self Images with Children of Different Ethnic Cultures. (A Proposal). ED 140 943
- Vanguards in Training: Jan 1976. ED 140 172
- Vocational Training. Information Bulletin. Supplement. United Kingdom. ED 139 987
- Educational Psychology**
- The Educational Psychologist as Architect. ED 141 227
- Field Work and Internship: A Description and Guidelines. ED 140 105
- An Investigation of Expertise: Implications for Adult Educators. ED 139 993
- Toward a Generative Model of the Teaching-Learning Process. ED 141 308
- Educational Quality**
- Can Quality Coexist with Equality in a Just Community? ED 140 768
- Consumer Protection for Educators. ED 141 312
- Higher Education for Public Health. ED 140 743//
- The Just Community at What Price--The Role of Government in Financing Education. ED 140 769
- Renewing Liberal Arts Colleges. Identifying, Planning, Implementing, and Assessing Institutional Renewal. Report of the Project on the Assessment of Institutional Renewal. ED 140 712
- The Smallness of America's Rural High Schools. Bulletin, 1930, No. 13. ED 141 056
- Educational Radio**
- Options in Education, Program No. 80, May 30, 1977. Learning from the Past: Oral History. Program Transcripts of a Weekly Series Broadcast by Member Stations of National Public Radio. ED 141 256
- Educational Research**
- Abstracts of Papers Presented at the April 1977 Convention of the Association for Educational Communications and Technology, Research & Theory Division. ED 140 842
- The Analysis of Discourse as Evaluation of Productive Thinking. ED 141 113
- Basic Interaction: An Experiment in Improving Its Quality and Quantity. ED 140 352
- The Bilingual Child; Research and Analysis of Existing Educational Themes. ED 141 448//
- Chaining in Problem Solving: A Critique and Reinvestigation. ED 141 087
- Clarifying the Class Size Question. Evaluation and Synthesis of Studies Related to the Effects of Class Size, Pupil-Adult, and Pupil-Teacher Ratios.

- Conservation of Equation and Function and Its Relationship to Formal Operational Thought. ED 140 397//
- Cross-Age Tutoring in Elementary Math. ED 141 117
- Crossroads '76. Addresses and Proceedings of the National and International Annual Conference of the American Arts Association (38th, 5th, Des Moines, Iowa, April 19-23, 1976). ED 141 110
- Current Topics in Early Childhood Education. Volume 1. ED 140 011
- Department of Educational and Psychological Research, Malmo: Some Notes on Current Activities. Bulletin No. 57, Educational and Psychological Interactions. ED 141 344
- Ecological Inquiry: Expanding the Definition. ED 140 788
- Educology: Its Origin and Future. ED 141 201
- The Effect of Using Different Levels of Research Purpose Information to Comply with Ethical Guidelines in Classroom Research. ED 141 199
- The Effects of a Mnemonic on Retention of Verbal Information from Meaningful Prose. ED 140 288//
- The Effects of Diagnostic Testing as an Organizing Feedback Mechanism on the Achievement of First Year College Biology Students. ED 141 082
- The Effects of Practice-Item Variety, Practice Strategy and Training Mode on Performance in a Rule-Finding Task. ED 140 350
- An Empirical Investigation: Teaching a Course in Oral Communication to Sexually Segregated Classes. ED 140 302//
- Following Up Graduates: A Measure of Academic Effectiveness. ED 140 684
- The Humanistic Approach to Educational Research. ED 140 475
- The Impact of Collective Bargaining Upon the Principal. ED 140 414
- Inquiry in Development: Efficiency and Effectiveness of Algorithmic Representations in a Laboratory Situation. ED 140 789
- An Inventory for Appraising Experimental Research Designed for Introductory Research Methods Classes. ED 141 384
- Les sous-prefectures de Sikensi et Dabakala, Cote-d'Ivoire. (The Regions of Sikensi and Dabakala, Ivory Coast.) Method de preparation de la carte scolaire: etudes de cas 9. ED 140 501
- Logical Operations Instruction in the Preschool. Parts 1 and 2. ED 140 930
- National Foundation for Educational Research in England and Wales. Information Services. ED 140 820
- Need for Research in Education. ED 140 494
- Predictors of Success in Freshman Mathematics. ED 141 124
- Redefining the Systems Space in Education. ED 141 277
- Relating Field Independence and a Discovery Approach to Learning Mathematics: A Trait-treatment Interaction Study. ED 141 077
- Relationships Between Selected Teacher Behaviors and Attitudes/Achievements of Algebra Classes. ED 141 118
- Research & Information on Employment & Training. Proceedings of a Symposium (Hershey Convention Center, Hershey, Pennsylvania, October 14-15, 1976). ED 140 026
- Research on the Effect of Feedback on Writing: Review and Implications. ED 140 355
- RESEARCH SUMMARY: Basic Skills in Handwriting and Spelling. ED 140 271
- Residential and Racial Trends for the School-Age Population and Public School Teachers in Louisiana. Bulletin Number 697. ED 141 317
- Results of Fall 1975 Survey of Engineering Freshmen (Revised). ED 141 231
- Results of Fall 1976 Survey of Engineering Freshmen. ED 141 131
- Review of Research in Social Studies Education: 1970-1975. Bulletin 49. ED 141 192
- School Financial Elections. Research Action Brief Number 1. ED 140 434
- Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. ED 141 059
- Societal Factors in the Teaching of Chemistry. ED 141 069
- The Status of Population Education in Florida Secondary Schools During 1973-74. Research Monograph 19. ED 141 183
- Student Attitudes Toward Science Before and After Introductory College Physics Courses. ED 141 080
- Summary of Research on Size of Schools and School Districts. ERS Research Brief. ED 140 458//
- Technical Assistance Outlines for Research Proposal Writers Conforming to Guidelines Derived from the FEDERAL REGISTER. ED 141 270
- Two Methods of Teaching Communication Skills to Graduate Level Students in Counseling and Guidance. ED 140 337//
- The Vegetable Bowl. Research Monograph No. 13. ED 141 134
- Voter Behavior and Campaign Strategies in School Finance Elections. Research Brief. ED 140 383//
- Educational Resources**
- Dissemination and Resources Group. Program Plan FY 1978. ED 140 001
- Materials for English Education: Surveying the Territory. ED 140 312
- Educational Strategies**
- Career Education. Administrators and Counselors Implementation Model. Module VIII--Implementation. (8.1) Preparation and Evaluation of Counselor Material. ED 140 051
- Computer-Based Adaptive Instructional Strategies for the Improvement of Performance and Reduction of Time. ED 140 782
- Computerized Collective Training for Teams. ED 140 854
- The Follow Through Planned Variation Experiment: What is the Pay-Off? ED 141 449
- Educational Supply**
- Personnel in Education and Training: A Survey of the Potential Market for Educational Information Services. ED 140 807
- Present Situation of Graduate Studies, Brazil - 75. ED 140 723
- Research & Information on Employment & Training. Proceedings of a Symposium (Hershey Convention Center, Hershey, Pennsylvania, October 14-15, 1976). ED 140 026
- Educational Technology**
- Computer in the Kitchen--or--Being Served by Technology. ED 140 284
- Design of Training Systems. Computerization of the Educational Technology Assessment Model. Volume 1. ED 140 852
- Design of Training Systems: Computerization of the Educational Technology Assessment Model (ETAM). Volume 2. ED 140 853
- Special Technology for Special Children: Computers as Prostheses to Serve Communication and Autonomy in the Education of Handicapped Children. ED 140 526
- Educational Television**
- Coorientation and Identification: A Transactional Approach to the Formative Evaluation of Educational Television Programming. ED 140 305//
- An Evaluation of the Effectiveness of Instructional Television for GED Preparation. ED 139 990
- Les sous-prefectures de Sikensi et Dabakala, Cote-d'Ivoire. (The Regions of Sikensi and Dabakala, Ivory Coast.) Method de preparation de la carte scolaire: etudes de cas 9. ED 140 501
- Reading and TV: Proceedings of the Spring 1972 Rutgers University Reading Conference. ED 140 258
- Educational Testing**
- 9 Questions on New Jersey State Testing on Reading: Proceedings of the Spring 1975 Rutgers University Reading Conference. ED 140 261
- Modification of Tabla's Application of Principles and Social Studies Inference Tests. A Progress Report. ED 141 195
- Educational Theories**
- Assessment of Computer Assisted Instruction as a Tool for Advancing Adult Learning. ED 140 073
- Cognitive Development and Instructional Theory. ED 140 989
- Society and Experience with Particular Reference to Class and Education. ED 141 313
- Theoretical Perspectives on Bilingual Education Programs. Working Papers on Bilingualism, No. 13. ED 140 667
- Educational Therapy**
- A Contemporary Outlook on the Use of Media in the Classroom. ED 140 863
- Educational Trends**
- Achievement and Intelligence: Individualized Instruction Reverses the Trend. ED 141 379
- Are the One-Teacher Schools Passing? 18 Years of History. Pamphlet No. 92. ED 141 051
- Autonomous Work by Pupils. ED 141 358
- Cooperation Among Unlike Institutions for Today's Learning Force. ED 140 780
- Cross Cultural Considerations for Education and Research. ED 141 216
- The Decline of Achievement Test Scores: Evidence, Causes and Consequences. ED 141 412
- Determinants of Curriculum Change and Stability, 1870-1970. ED 141 224
- Educational Administration: The Developing Decades. ED 140 422//
- If This Keeps up...Current School Policy Making and Political Learning. ED 141 196
- JCCC Graduate Trends 1971-1976 (Characteristics and Impressions). ED 140 886
- New Directions in Australian Education. ED 140 410
- New Perspectives in Vocational Education. Volume 1, Number 1, 1976-77. ED 139 921
- The One-Teacher School - Its Midcentury Status. Circular Number 318. ED 140 992
- Physical Education in a Changing Society. ED 141 281//
- An SI Canada: Reality and Challenge at Commitment Plus Seven. ED 141 125

264 Subject Index

Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3.

ED 141 059

Toward Challenging Peaks: Education Personnel for Alternative Futures.

ED 141 311

Trends in the Academic Abilities, Background Characteristics, and Educational and Vocational Plans of College-Bound Students: 1970-71 to 1974-75.

ED 141 390

Education Amendments 1972 Title IX

Implementing Title IX: A Sample Workshop.

ED 140 405

Education Amendments 1974

School Psychology 1976: Old Problems and New Opportunities.

ED 140 160

Education for All Handicapped Children Act

Career Education--The State of the Art of In-service Training.

ED 140 588

Comprehensive System of Personnel Development and the Implementation of P. L. 94-142: Issues and Problems.

ED 140 556

Financing of Public Law 94-142.

ED 140 581

P. L. 94-142. Long Term Implications: The Art of Crystal Balling.

ED 140 555

Public Law 94-142. Education for All Handicapped Children Act of 1975--Individualized Education Programs: Content and Related Issues.

ED 140 557

Public Law 94-142: The Education for All Handicapped Children Act. An Overview of the Federal Law.

ED 140 554

Education Vouchers

Education Vouchers in New Hampshire. An Attempt at Free Market Educational Reform.

ED 140 392

History of Education Vouchers in East Hartford Connecticut. The Parents' Choice Project: February 1975 - January 1976.

ED 140 393

Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings.

ED 139 915

Effective Teaching

The Educational Psychologist as Architect.

ED 141 227

Effectiveness of the Instruction and Research Unit and Student Achievement in IGE Schools. Technical Report No. 385. Parts I and II.

ED 141 328

Personalizing Professional Development: An Overview of Five Instructional Audits.

ED 141 367

Physical Education for Children: A Focus on the Teaching Process.

ED 141 284//

Some Factors Influencing Transfer of Simulator Training.

ED 139 984

Students' Evaluations of Instructional Effectiveness: Research and a Survey Instrument.

ED 141 413

Students' Perceptions of Teachers' Abilities to Provide Certain Facilitative Conditions and Their Relationship to Language Arts Achievement Gains.

ED 140 295//

Egocentrism

Egocentrism in the Language of Six to Seven-Year-Old Mexican Children.

ED 140 676

Einstein (Albert)

A Conceptual Derivation of Einstein's Postulates of Special Relativity.

ED 141 089

Electrical Appliance Servicemen

Appliance Services. Basic Course. Career Education.

ED 139 952

Appliance Services. Intermediate Course. Career Education.

ED 141 134

ED 139 951

Electronic Data Processing

Computers in the Federal Government: A Compilation of Statistics.

ED 140 830

Management of Data Elements in Information Processing. Proceedings of a Symposium (2nd, Gaithersburg, Maryland, October 23-24, 1975).

ED 140 817

Electronics

Electronics Technology. Performance Objectives. Basic Course.

ED 139 938

Elementary Education

Acquisition of Conservation in Ghanaian Children.

ED 140 947

Are Elementary Principals Ready For Group Pre-Kindergarten Education? An Empirical Study in Iowa.

ED 140 967

Bilingual-Bicultural Program at C.S. 77, 1975-76.

ED 141 477

Cognitive Development and Instructional Theory.

ED 140 989

Effectiveness of the Instruction and Research Unit and Student Achievement in IGE Schools. Technical Report No. 385. Parts I and II.

ED 141 328

The Effects of Cooperative Learning Environments on Conformity in School-Age Children.

ED 140 979

EFL in Belgian Elementary Schools. Some Remarks in the Light of a Flemish Experiment.

ED 140 641

Energy in the Classroom, Vol. I, Activities Guide for K-3.

ED 141 065//

Energy in the Classroom, Vol. II, Activities Guide for 4-7.

ED 141 066//

Field Dependence-Independence and Performance with the Passive Transformation.

ED 140 985

Inner City Parents Attended Mathematics Classes - Why?

ED 141 123

Les sous-prefectures de Sikensi et Dabakala, Cote-d'Ivoire. (The Regions of Sikensi and Dabakala, Ivory Coast.) Method de preparation de la carte scolaire: etudes de cas 9.

ED 140 501

Perceptual Conditioning for Decoding, 1975-1976.

ED 141 482

Pictures as a Basis for Teaching Reading, School Year 1975-1976.

ED 141 483

Ships and Seaways. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 105. [Project COAST].

ED 141 142

Ships Through the Ages. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 110. [Project COAST].

ED 141 144

Student Progress Reporter Corps., School Year 1975-1976.

ED 141 488

Teacher Attitudes Towards Compensatory Education Programs in the Dallas Independent School District.

ED 141 446

Teacher Self-Help Project, 1975-76 School Year.

ED 141 489

T.E.A.T.H. Program, English as a Second Language (School Year 1975-1976).

ED 141 491

Television Viewing and School Grades: A Cross-Lagged Longitudinal Study.

ED 140 973

Tutoring: Walk and Talk Program, 1975-1976 Academic Year.

ED 141 492

Water for Fun. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 104. [Project COAST].

ED 141 141

Elementary Grades

The Vegetable Bowl. Research Monograph No. 13.

ED 141 134

The Vegetable Bowl. [Student Booklet].

ED 141 132

The Vegetable Bowl. Teacher's Guide.

ED 141 133

Elementary School Counseling

Counseling in the Elementary Feeder Schools.

ED 140 162

Elementary School Curriculum

Developing a Language Curriculum in Afghanistan.

ED 140 232

Elementary Social Studies Programs and the Curriculum Development Process: A Study Conducted during Sabbatical Leave, Fall Semester, 1976.

ED 141 210

Penetrating School Strata through Career Education. Final Report.

ED 139 989

Play with a Purpose. Elementary School Physical Education. Second Edition.

ED 141 325//

Elementary School Mathematics

The 4M compAny: Make Mine Metric Marvels. Third Grade Student Booklet.

ED 141 101

The 4M compAny: Make Mine Metric Marvels. Third Grade Teacher's Guide.

ED 141 102

The 4M cOmpany: Make Mine Metric Mice. First Grade Student Booklet.

ED 141 097

The 4M cOmpany: Make Mine Metric Mice. First Grade Teacher's Guide.

ED 141 098

The 4M compAny: Make Mine Metric Mission! Sixth Grade Student Booklet.

ED 141 107

The 4M compAny: Make Mine Metric Mission! Sixth Grade Teacher's Guide.

ED 141 108

The 4M compAny: Make Mine Metric Mob. Fourth Grade Student Booklet.

ED 141 103

The 4M compAny: Make Mine Metric Mob. Fourth Grade Teacher's Guide.

ED 141 104

The 4M Company: Make Mine Metric Monkeys. Kindergarten Student Booklet.

ED 141 095

The 4M Company: Make Mine Metric Monkeys. Kindergarten Teacher's Guide.

ED 141 096

The 4M cOmpany: Make Mine Metric Monsters. Second Grade Student Booklet.

ED 141 099

The 4M cOmpany: Make Mine Metric Monsters. Second Grade Teacher's Guide.

ED 141 100

The 4M compAny: Make Mine Metric Mystery. Fifth Grade Student Booklet.

ED 141 105

The 4M compAny: Make Mine Metric Mystery. Fifth Grade Teacher's Guide.

ED 141 106

Cross-Age Tutoring in Elementary Basic Math.

ED 141 110

Inner City Parents Attended Mathematics Classes - Why?

ED 141 123

Laboratory Mathematics. Booklet 7 - Project Overview and Evaluation.

ED 141 173

Laboratory Mathematics. Booklet 8 - Math Lab Activities.

ED 141 174

Laboratory Mathematics. Booklet I - Teacher's Management Guide.

ED 141 167

Laboratory Mathematics. Curriculum Booklet II - Whole Numbers.

ED 141 168

Laboratory Mathematics. Curriculum Booklet III - Fractions.

ED 141 169

Laboratory Mathematics. Curriculum Booklet IV - Decimals.

ED 141 170

Laboratory Mathematics. Curriculum Booklet V - Percent.

ED 141 171

Laboratory Mathematics. Curriculum Booklet 6 - Number Theory.

ED 141 172

Learning to Think in a Math Lab.

ED 141 112

Mathematics Highlights Report, 1974-75. Louisiana State Department of Education Bulletin 1457.

ED 141 119

Using the Mini-Calculator to Teach Mathematics.

ED 141 126

Elementary Schools

Teacher Training and Tutorial Program in Reading; Evaluation Period, School Year 1975-1976.

ED 141 490

Elementary School Science

Games for the Science Classroom. An Annotated Bibliography.

ED 141 071

Handbook for Teachers. Science Education Programme for Africa.

ED 141 074

Language Arts Activities to Supplement COAST Learning Experiences. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 5. [Project COAST].

ED 141 140

Microteaching Skills in Science Checklist: An Observational Instrument to be Used for Evaluation and Description of Science Teaching in the Elementary School.

ED 141 092

The Muskrat. The Not-So-Common Oyster. The Horseshoe Crab. The Blue Crab. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 108, 109, 111, 201. [Project COAST].

ED 141 143

National Assessment of Educational Progress. Science Technical Report: Summary Volume.

ED 141 135

Survey of Classroom Activities for Science: A Questionnaire for Evaluation and Description of Science Teaching in the Elementary School.

ED 141 093

Elementary School Students

Acquisition of Conservation in Ghanaian Children.

ED 140 947

Age and Socio-Economic Status in Children's Behaviors in Competitive and Cooperative Working Conditions.

ED 140 975

Composition at the Middle Level of Elementary School. School Research Newsletter.

ED 140 611

Counseling in the Elementary Feeder Schools.

ED 140 162

Development of a Test Instrument to Determine Language Dominance of Primary Students: Test of Language Dominance (TOLD).

ED 141 393

The Effects of Reverse Instructional Sequencing and Elicited Verbalization on Learning a Problem Solving Algorithm.

ED 140 961

Identification of Physically Underdeveloped Pupils: Activities to Improve Their Performance.

ED 141 299

Kinesiology Carnival: A New Teaching Technique.

ED 141 269

The Relationship of Some Problem Solving Variables to Cognitive Tempo.

ED 140 958

Sensitivity to Visual Structure.

ED 140 939

Structural Integrity in Measures of Self Concept.

ED 141 378

Temporal Integration and Inferences About Televised Social Behavior.

ED 140 962

Elementary School Teachers

A Field Test of Black English Tests for Teachers.

ED 141 405

The Preparation and Occupational Pursuits of Elementary, Secondary and Ungraded Teachers 1974-75.

ED 141 349

Elementary Secondary Education

Assessment of Student Achievement. A Survey of the Assessment of Student Achievement in Ontario.

ED 141 403//

An Educational Guide for Planning an Improved Human Environment.

ED 141 081

Educational Perspectives: A Survey of 10,000 Ontario Students, Teachers, and Parents.

ED 141 401//

Education in Action, School Year 1975-1976.

ED 141 480

Effectiveness of the Revised Ontario School Record System.

ED 141 402//

Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs.

ED 141 185

Evaluation Report of ECE, ESEA Title I, and EDY, 1975-76.

ED 141 460

Games for the Science Classroom. An Annotated Bibliography.

ED 141 071

Getting Started: A Guide to Writing Your Own Curriculum. The Pennsylvania Guide for Instructional Improvement through Career Education. Organizational Volume.

ED 139 927

Guide for Implementing Career Education in Kansas Schools.

ED 140 059

Implementing Alternative Schools; Lessons from the Minneapolis Experience.

ED 141 437

Implementing Career Education. An Administrator's Handbook.

ED 140 089

Implementing Career Education. Concept and Process.

ED 140 088

Indian Studies Program.

ED 141 008

Johnson-O'Malley Annual Report, Fiscal Year 1972.

ED 141 049

The National Conference on Minimum Competencies: Trends and Issues. Proceedings. (City University of New York, March 4, 1977).

ED 141 404

Population Education Activities for the Classroom.

ED 141 178

The "RA" Expeditions: The Archaeological and Anthropological Background. The "RA" Expeditions: The Coriolis Effect. The "RA" Expeditions: The Papyrus Reed. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 211, 212, 213. [Project COAST].

ED 141 147

Statistics Concerning Indian Education, Fiscal Year 1974.

ED 141 045

Statistics Concerning Indian Education, Fiscal Year 1975.

ED 141 046

Statistics Concerning Indian Education, Fiscal Year 1976.

ED 141 047

Utilization of Estuarine Organisms by the Indians. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 210. [Project COAST].

ED 141 146

Where Have All the Menhaden Gone? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 209. [Project COAST].

ED 141 145

World Trends in Environmental Education. Educational Documentation and Information: Bulletin of the International Bureau of Education, No. 200, 3rd Quarter 1976.

ED 141 179

Elementary Secondary Education Act Title I

Dysfunctional Elements in the ESEA Title I Structure.

ED 140 499

Report on Compensatory Education, 1975-76.

ED 141 474

Stimulating Parent Involvement in Remedial Reading Programs: Strategies and Techniques.

ED 140 245

Summer Recess: Does it Make a Difference on Title I Student Achievement?

ED 141 445

Elementary Secondary Education Act Title III

An Analysis of Success Factors in Title III Reading Projects; Five Successes: Instructional Implications.

ED 140 268

Federal Programs Supporting Educational Change, Vol. VII: Factors Affecting Implementation and Continuation.

ED 140 432

Elementary Secondary Education Act Title VII

The Content Analysis of 125 Title VII Bilingual Programs Funded in 1969 and 1970.

ED 141 438

Federal Programs Supporting Educational Change, Vol. VI: Implementing and Sustaining Title VII Bilingual Projects.

ED 140 431

Elementary Secondary Education Title I

Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1975-76. Final Evaluation Report.

ED 141 452

Emergency Educational Assistance Act

Emergency Educational Assistance Act, 1977. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Human Resources. United States Senate. Ninety-Fifth Congress, First Session on S. 701. To Provide Federal Financial Assistance to Educational Institutions in Order to Assist Such Institutions to Meet the Emergency Caused by the High Costs of Fuel and Fuel Shortages and Harsh Weather Conditions, and for Other Purposes.

ED 140 423

Emergency Educational Assistance Act. Calendar No. 116. 95th Congress, 1st Session. Senate Report No. 95-141. Report to Accompany S. 701.

ED 140 424

Emergency School Aid Act

Emergency School Aid Act, Basic Project 1975-76. Research and Evaluation Report, V. 10 n. 11, March 1977.

ED 141 459

Emotional Experience

Notes on a Staff-Team Approach to the Preparation of Educational Psychologists as Facilitators of Energizing Experience in College Teaching.

ED 141 213

Emotionally Disturbed

The Alternative School: Alachua County (Florida) Public Schools. Descriptive Materials Covering the Secondary Center for Emotionally Disturbed Adolescents.

ED 140 600

Emotional Problems

Development of a Milieu Intervention Program for Treatment of Emotionally Disturbed Deaf Children.

ED 140 589

Emotional Response

Continuous Utilization of Biofeedback in Psychotherapy.

ED 140 140

Empathy

Students' Perceptions of Teachers' Abilities to Provide Certain Facilitative Conditions and Their Relationship to Language Arts Achievement Gains.

ED 140 295//

Employee Attitudes

Summary of Research Findings on the Military General Educational Development Program. Final Report.

ED 139 986

Employer Attitudes

Project Elderly. Interim and Final Reports.

ED 140 176

Employer Employee Relationship

Collective Bargaining in California Public Education. SB 160-The Rodda Act.

ED 140 506

Employers

- Evaluating the Provision of Employer Services: A Methodology. Final Report.
ED 140 025

Employment

- 1976 Follow-up of 1970-76 College of Education Graduates. University of Maine, Orono.
ED 141 306
Project Elderly. Interim and Final Reports.
ED 140 176
Short-Term Adult Re-Training for Unemployed/Underemployed Persons (Start-Up).
ED 140 170
Vanguards in Training: Jan 1976.
ED 140 172

Employment Experience

- Twenty-One Years in the Lives of 444 Men.
ED 140 004

Employment Opportunities

- Bringing the World of Work and the Institutions of Education Closer Together. Two Commencement Addresses at The Ohio State University. Occasional Paper No. 28.
ED 140 102
Can the Enforcement of Civil Rights Laws Protect Minority Gains in Higher Education During a Period of Retrenchment?
ED 140 709
Going on the Stage: A Report to the Calouste Gulbenkian Foundation on Professional Training for Drama.
ED 140 363
Project Elderly. Interim and Final Reports.
ED 140 176

Employment Patterns

- A Follow-Up Study of Liberal Arts Graduates from a Women's College.
ED 140 121
Montgomery College Student Follow-up Study: First-Time Students, Fall 1972.
ED 140 921
Multiple Jobholders, May 1976. Special Labor Force Report 194.
ED 139 982
Some Characteristics of Students Who Withdrew from L.A.C.C. Spring 1976, Spring 1975, Spring 1974, and Spring 1973. Research Study #77-9.
ED 140 876
Twenty-One Years in the Lives of 444 Men.
ED 140 004
Women and Work. R & D Monograph 46.
ED 140 062

Employment Practices

- The Impact of Legal and Administrative Remedies to Overcome Discrimination in Employment. Final Report.
ED 139 919

Employment Problems

- Bringing the World of Work and the Institutions of Education Closer Together. Two Commencement Addresses at The Ohio State University. Occasional Paper No. 28.
ED 140 102
Youth Unemployment: Hearing before the Joint Economic Committee, Congress of the United States, Ninety-Fourth Congress, Second Session.
ED 139 913

Employment Programs

- To Amend the Youth Conservation Corps Act of 1970; Hearing before the Committee on Interior and Insular Affairs, United States Senate, Ninety-Fourth Congress, Second Session on S.2630, A Bill to Amend the Youth Conservation Corps Act of 1970 (84 Stat. 794), H.R.10138, An Act to Create the Young Adult Conservation Corps to Complement the Youth Conservation Corps.
ED 139 909
Annual Rural Manpower Services Report. Texas Rural Manpower Services 1976 Annual Report. MA5-79.
ED 141 057
WIN in 1976. The Work Incentive Program. Seventh Annual Report to the Congress on Employment and Training Under Title IV of the Social Security Act. July 1, 1975-June 30, 1976.
ED 139 988
Women and Work. R & D Monograph 46.
ED 140 062

- Youth Unemployment: The Need for a Comprehensive Approach.
ED 139 912

Employment Projections

- New Labor Force Projections to 1990. Special Labor Force Report 197.
ED 140 020

Employment Qualifications

- The Factorial Measurement of Master's Level Clinical Functions in Mental Health Agencies.
ED 140 168
Including a Concentration in Composition in the Traditional English Ph.D. Program.
ED 140 353

Employment Services

- Annual Rural Manpower Services Report. Texas Rural Manpower Services 1976 Annual Report. MA5-79.
ED 141 057
Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume 1, Summary Volume.
ED 140 114
Evaluating the Provision of Employer Services: A Methodology. Final Report.
ED 140 025
Guide to Library Placement Sources.
ED 140 840
SESA Productivity Measurement System. Measuring the Productivity of the State Employment Service Agencies. Final Report.
ED 139 925

Employment Statistics

- Characteristics of Doctoral Scientists and Engineers in the United States, 1975.
ED 141 181
Manpower Resources for Scientific Activities at Universities and Colleges, January 1976.
ED 141 180
Multiple Jobholders, May 1976. Special Labor Force Report 194.
ED 139 982

Employment Trends

- Industry-Education Collaborative Efforts in Youth Employment.
ED 139 918
New Perspectives in Vocational Education. Volume 1, Number 1, 1976-77.
ED 139 921
Private Industry Employment of Scientists and Engineers in 1975 Shows a 5-Year Decline. Science Resources Studies Highlights, May 25, 1977.
ED 141 122
Proceedings of a Seminar on Career Trends in Communication (Washington, D.C., June 26-27, 1975).
ED 140 823

Energy

- American Industries. Junior Hi. Pre-Vocational. Power and Transportation.
ED 139 967
Construction of a Model Solar Building. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 318. [Project COAST].
ED 141 164
Energy for 1970-1990. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 315. [Project COAST].
ED 141 163
Energy in the Classroom, Vol. I, Activities Guide for K-3.
ED 141 065//
Energy in the Classroom, Vol. II, Activities Guide for 4-7.
ED 141 066//
Energy in the Classroom, Vol. III, Activities Guide for 8-12.
ED 141 067//
Energy: Who's Doing What?
ED 141 186
Fossil Energy: Oil.
ED 141 187
Implementing Energy Education in Florida's High Schools: A Two-Week Credit Institute for Teachers in South Florida. Final Report, Volume I.
ED 141 217
The National Energy Plan. Summary of Public Participation.
ED 141 129
Thermal Pollution by Nuclear Power Plants. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 320. [Project COAST].

ED 141 165

Energy Conservation

- Construction of a Model Solar Building. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 318. [Project COAST].
ED 141 164
Emergency Educational Assistance Act, 1977. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Human Resources. United States Senate, Ninety-Fifth Congress, First Session on S. 701. To Provide Federal Financial Assistance to Educational Institutions in Order to Assist Such Institutions to Meet the Emergency Caused by the High Costs of Fuel and Fuel Shortages and Harsh Weather Conditions, and for Other Purposes.
ED 140 423
Emergency Educational Assistance Act. Calendar No. 116. 95th Congress, 1st Session. Senate Report No. 95-141. Report to Accompany S. 701.
ED 140 424
Energy Conservation in New Building Design: An Impact Assessment of ASHRAE Standard 90-75. Conservation and Environment Buildings Programs. Conservation Number 43B.
ED 140 508
Energy Conservation in the Food System: A Publications List.
ED 140 510
Energy Cost and Consumption Audit Program. 1975-76 Report.
ED 140 465//

- The National Energy Plan. Summary of Public Participation.
ED 141 129
Title I, HEA Final Project Report. Identifying Environmental Education Needs and Post-Secondary Educational Resources: A Florida-Wide Cooperative Network [And] Environmental/Energy Education Needs Assessment Workshop, Conference Report. [And] A Directory of Florida's Post Secondary Environmental Education Projects.
ED 141 259

Engineering

- Results of Fall 1976 Survey of Engineering Freshmen.
ED 141 131

Engineering Education

- Results of Fall 1975 Survey of Engineering Freshmen (Revised).
ED 141 231
Results of Fall 1976 Survey of Engineering Freshmen.
ED 141 131

Engineers

- Characteristics of Doctoral Scientists and Engineers in the United States, 1975.
ED 141 181
Manpower Resources for Scientific Activities at Universities and Colleges, January 1976.
ED 141 180
Private Industry Employment of Scientists and Engineers in 1975 Shows a 5-Year Decline. Science Resources Studies Highlights, May 25, 1977.
ED 141 122
Twenty-One Years in the Lives of 444 Men.
ED 140 004

Engines

- Gasoline Engine Mechanics. Performance Objectives. Intermediate Course.
ED 139 928
Gasoline Engine Mechanics. Performance Objectives. Basic Course.
ED 139 929
Marine Engine Mechanics. Performance Objectives. Intermediate Course.
ED 139 960
Marine Engine Mechanics. Performance Objectives. Basic Course.
ED 139 961

England

- Going on the Stage: A Report to the Calouste Gulbenkian Foundation on Professional Training for Drama.
ED 140 363

English

- A Basque-English Dictionary: A Twentieth-Century Reality?

- ED 140 646
The Bilingual Lexicon and Linguistic Innovation.
- ED 140 630
Communicative Syllabus Design for Written English.
- ED 140 658
Linguistic Relativity: The Role of the Bilingual.
- ED 140 639//
A Survey and Comparison of Beginning Reading Instruction Practices in English Versus Spanish for Mexican American Children in First-Grade Classrooms in Texas.
- ED 140 255//
English (Second Language)
Basic Skills After School Pre-Kindergarten Program, 1975-1976.
- ED 141 476
British Support for English Studies in Europe.
- ED 140 660//
The Content Analysis of 125 Title VII Bilingual Programs Funded in 1969 and 1970.
- ED 141 438
Content in English Language Materials in the Philippines: A Case Study of Cultural and Linguistic Emancipation.
- ED 140 644
Developing a Language Curriculum in Afghanistan.
- ED 140 232
EFL in Belgian Elementary Schools. Some Remarks in the Light of a Flemish Experiment.
- ED 140 641
English Language Teaching Profile: Austria. Literature Annex.
- ED 140 648
English Language Teaching Profile: Morocco.
- ED 140 649
ERIC Documents on Foreign Language Teaching and Linguistics: List No. 17. CAL-ERIC/CLL Series on Languages and Linguistics, No. 54.
- ED 140 616
Error Analysis and Error Correction in Adult Learners of English as a Second Language. Working Papers on Bilingualism, No. 13.
- ED 140 663
Group Testing of Listening Comprehension and Oral Proficiency.
- ED 140 650
Help for ESL Learners.
- ED 140 653
Multilingual Education.
- ED 140 638
Reading and Language, School Year 1975-1976.
- ED 141 484
Spoken and Written Communication: Are Five Vowels Enough?
- ED 140 640
Teacher Self-Help Project, 1975-76 School Year.
- ED 141 489
T.E.A.T.H. Program, English as a Second Language (School Year 1975-1976).
- ED 141 491
English Curriculum
The English Teacher: Basic Traditions and Successful Innovations.
- ED 140 297//
Including a Concentration in Composition in the Traditional English Ph.D. Program.
- ED 140 353
Language Arts Curriculum Guide, Performance Expectations, K-12.
- ED 140 329
English Departments
The English Teacher: Basic Traditions and Successful Innovations.
- ED 140 297//
English Education
A Comparison of the Content of English Methods Courses with the Needs of Beginning Secondary School English Teachers.
- ED 140 307//
Materials for English Education: Surveying the Territory.
- ED 140 312
English Instruction
Bilingual Education through Music.
- ED 141 473
Composition Instruction Does Make a Difference: A Comparison of the High School Preparation of College Freshmen in Regular and Remedial English Classes.
- ED 140 342
Composition in the Open-Door College.
- ED 140 888
Computer in the Kitchen--or--Being Served by Technology.
- ED 140 284
The Effects of a Mnemonic on Retention of Verbal Information from Meaningful Prose.
- ED 140 288//
The English Teacher: Basic Traditions and Successful Innovations.
- ED 140 297//
An Examination of Attitudes toward Current Secondary School English Programs in Greater Boston.
- ED 140 335//
An Experimental English 1002 Course.
- ED 140 327
Including a Concentration in Composition in the Traditional English Ph.D. Program.
- ED 140 353
Literature.
- ED 140 319
Montana English Teacher Preparation and Needs, 1973 State-Wide Survey. Interim Report.
- ED 140 299
Reading Interests, Habits, and Attitudes of Eleventh Grade Students in Montgomery, Alabama.
- ED 140 215//
Research on the Effect of Feedback on Writing: Review and Implications.
- ED 140 355
Small Group Triad: An Instructional Mode for the Teaching of Writing.
- ED 140 321
A Study of Needs for Possible Inservice Education Programs as Expressed by Secondary English Teachers and as Perceived by Their Administrators.
- ED 140 351
A Survey of Applied Linguistics.
- ED 140 678//
Teaching Business Communications Journalism or Humanistic Endeavor?
- ED 140 340
Technical Writing: The Real Needs.
- ED 140 330
Values in the English Classroom.
- ED 140 316
What Johnny Can't Write: A University View of Freshman Writing Ability.
- ED 140 339
You Can Go Home Again: A College Methods Teacher Returns to the Secondary Classroom.
- ED 140 328
English Literature
English Language Teaching Profile: Austria. Literature Annex.
- ED 140 648
English Programs
An Examination of Attitudes toward Current Secondary School English Programs in Greater Boston.
- ED 140 335//
Implementing English Programs in Alternative Schools.
- ED 140 356
Enlisted Personnel
The 1976 Evaluation of the Navy's Alcohol Rehabilitation Programs.
- ED 140 146
Enrichment
Following Up Graduates: A Measure of Academic Effectiveness.
- ED 140 684
Enrollment
Collegiate Enrollments in American 2-Year Institutions, 1975-76: Statistics, Interpretations, and Trends. ACT Special Report Eighteen.
- ED 140 901
Origin of Kentucky College and University Enrollments, 1976.
- ED 140 716
Statistics Concerning Indian Education, Fiscal Year 1974.
- ED 141 045
Statistics Concerning Indian Education, Fiscal Year 1975.
- ED 141 046
Statistics Concerning Indian Education, Fiscal Year 1976.
- ED 141 047
University System of Georgia Annual Report for Fiscal Year July 1, 1975 - June 30, 1976.
- ED 140 759
Using an Induced Course Load Matrix.
- ED 140 708
Enrollment Influences
Higher Education Enrollments: Community Colleges, Fall, 1976. Report No. 77-11A.
- ED 140 885
The Relationships among Anomia, Attitude toward Adult Education, and Nonparticipation in Formal Adult Education Activities.
- ED 139 999
A Study of the Impact of Cancelling Classes.
- ED 140 920
Enrollment Projections
Changes in Enrollment by 1985. Policy Analysis Service Reports Volume 3, Number 1.
- ED 140 766
Tentative Ten-Year Enrollment Projections, Fiscal Years 1978-1987. (A Supplement to the FY 1978 Capital and Operating Budgets of Montgomery Community College)
- ED 140 922
Enrollment Trends
Changes in Enrollment by 1985. Policy Analysis Service Reports Volume 3, Number 1.
- ED 140 766
Collegiate Enrollments in American 2-Year Institutions, 1975-76: Statistics, Interpretations, and Trends. ACT Special Report Eighteen.
- ED 140 901
Collegiate Enrollments in American 2-Year Institutions, 1976-77: Statistics, Interpretations, and Trends. ACT Special Report Twenty.
- ED 140 902
Collegiate Enrollments in the U.S., 1976-77. Statistics, Interpretation, and Trends in 4-Year and Related Institutions.
- ED 140 697
Enrollment at State Universities and Land-Grant Colleges Fall, 1976.
- ED 140 704
Higher Education Enrollments: Community Colleges, Fall, 1976. Report No. 77-11A.
- ED 140 885
Level and Rate of Desegregation and White Enrollment Decline in a Big City School District.
- ED 141 439
New York State Programs of Postsecondary Opportunity, 1974-75: Summary of Reports, Analysis and Regents Recommendations.
- ED 141 475
Ontario Council on University Affairs. Third Annual Report. March 1, 1976 to February 28, 1977.
- ED 140 686
Program Enrollment: 1972-1976. Research Report 77-02.
- ED 140 890
Program Vitality Report as of Fall 1976.
- ED 140 915
Recent Enrollment Trends in U.S. Nonpublic Schools: Final Report to the National Institute of Education.
- ED 140 504
School and College. Studies in Post-Sixteen Education.
- ED 140 738//
Toward Equity for Blacks in Higher Education.
- ED 141 455
Environment
An Evaluation of Visitor Response to "Man In His Environment." Final Report.
- ED 141 078
Pesticides and the Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 237. [Project COAST].
- ED 141 158
Sociological and Social-Psychological Perspectives on Environmental Issues: A Bibliography.
- ED 141 189
Thermal Pollution by Nuclear Power Plants. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 320. [Project COAST].
- ED 141 165
Environmental Criteria
Theoretical Approaches to the College Environment.
- ED 140 689

Environmental Education

Activities in Environmental Education. Environmental Studies Program.

ED 141 116

Directory of Outdoor Education Degree Programs in Higher Education.

ED 140 994

An Educational Guide for Planning an Improved Human Environment.

ED 141 081

Energy in the Classroom, Vol. I, Activities Guide for K-3.

ED 141 065//

Energy in the Classroom, Vol. II, Activities Guide for 4-7.

ED 141 066//

Energy: Who's Doing What?

ED 141 186

Environmental Education: A Bibliography of Abstracts from RESOURCES IN EDUCATION (RIE), 1973-1975.

ED 141 177//

Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs.

ED 141 185

Implementing Energy Education in Florida's High Schools: A Two-Week Credit Institute for Teachers in South Florida. Final Report, Volume I.

ED 141 217

Lenox Hill Neighborhood School Camp Program; School Year 1975-1976.

ED 141 481

Population Education Activities for the Classroom.

ED 141 178

Reading Improvement Through Marine Environment Exploration, 1975-1976.

ED 141 485

The Status of Population Education in Florida Secondary Schools During 1973-74. Research Monograph 19.

ED 141 183

Title I, HEA Final Project Report. Identifying Environmental Education Needs and Post-Secondary Educational Resources: A Florida-Wide Cooperative Network [And] Environmental/Energy Education Needs Assessment Workshop, Conference Report [And] A Directory of Florida's Post Secondary Environmental Education Programs.

ED 141 259

Valuing Exercises for the Environmental Education Classroom.

ED 141 094

World Trends in Environmental Education. Educational Documentation and Information: Bulletin of the International Bureau of Education, No. 200, 3rd Quarter 1976.

ED 141 179

Environmental Influences

The Physical and Social Environment for Feeding the Severely and Profoundly Handicapped.

ED 140 594

Environmental Research

Theoretical Approaches to the College Environment.

ED 140 689

Equal Education

Can Quality Coexist with Equality in a Just Community?

ED 140 768

An Examination of Admission Criteria for Graduate Students in Departments of Educational Administration.

ED 140 464

Financing of Public Law 94-142.

ED 140 581

The Just Community at What Price--The Role of Government in Financing Education.

ED 140 769

Toward Equality of Educational Opportunity and Attainment in Higher Education in Maryland. A Position Paper.

ED 140 710

Workshop in Providing Equal Career Opportunities.

ED 140 061

Equalization Aid

Alternative Measures of Local Wealth and Effort.

ED 140 476

The Serrano Case: Policy for Education or for Public Finance? The Rand Paper Series.

ED 140 430

Equal Opportunities (Jobs)

Can the Enforcement of Civil Rights Laws Protect Minority Gains in Higher Education During a Period of Retrenchment?

ED 140 709

Old Age, Handicapped and Vietnam-Era Antidiscrimination Legislation. Labor Relations and Public Policy Series No. 14.

ED 140 429//

Providing Life/Career Planning for Women and Girls. Coordinator's Guide.

ED 140 205

Providing Life/Career Planning for Women and Girls.

ED 140 206

"... To Form a More Perfect Union ... " Justice for American Women. Report.

ED 140 445

Women and Work. R & D Monograph 46.

ED 140 062

Equal Protection

Handbook for Commissions on the Status of Women.

ED 140 164//

Equipment Maintenance

Simulation in Maintenance Training: Now That I've Thrown Out the Bath Water, Where is the Dear Baby?

ED 140 781

ERIC

Selected Search Subroutines for Searching the ERIC Data Base with the Lockheed Dialog Information Retrieval Service.

ED 140 870

ERIC Clearinghouse for Science Math**Environ Educ**

Environmental Education: A Bibliography of Abstracts from RESOURCES IN EDUCATION (RIE), 1973-1975.

ED 141 177//

Error Analysis (Language)

Error Analysis and Error Correction in Adult Learners of English as a Second Language. Working Papers on Bilingualism, No. 13.

ED 140 663

Ethical Instruction

Applying a Schema for Studying the Instructive Techniques Employed by Authors of Four Novels for Adolescents.

ED 140 300//

An Introduction to Skills for Ethical Action.

ED 141 253

Research Considerations in Ethical Education.

ED 141 250

Ethical Values

An Introduction to Skills for Ethical Action.

ED 141 253

Physical Education in a Changing Society.

ED 141 281//

Toward a Moral Criterion for Use by Behavior Modifiers.

ED 140 118

Ethics

APA (American Psychological Association) Task Force on Privacy and Confidentiality. Final Report.

ED 140 179

The Effect of Using Different Levels of Research Purpose Information to Comply with Ethical Guidelines in Classroom Research.

ED 141 199

Ethnic Groups

The Case of the Disappearing Ethnic.

ED 141 447

The Ethnic Factor in the Future of Inequality.

ED 141 234

Ethnic Minorities and National Standardized Testing.

ED 141 467

The Italian American Family: The Southern Italian Family's Process of Adjustment to an Urban America.

ED 141 235

A Model of Intercultural Communication: The Interaction of Japanese and Other Ethnic Groups in Hawaii.

ED 140 628

Ethnicity

Ethnicity in the American University System.

ED 141 471

Ethnic Origins

Persons of Spanish Origin in the United States: March 1976. Population Characteristics, Current Population Reports.

ED 141 050

Ethnic Stereotypes

Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. Coordinator's Guide

ED 140 199

Eliminating Stereotypes of Ethnic Minorities Through Career Guidance.

ED 140 200

For Sale: Subliminal Bias in Textbooks.

ED 140 279

To Teach Family Day Care Caregivers How Not to Be Discriminative with Sex Roles and to Encourage Positive Self Images with Children of Different Ethnic Cultures. (A Proposal).

ED 140 943

Ethnic Studies

A History of Japanese in Hawaii.

ED 141 197

Indian Education Project, 1974.

ED 141 017

Indian Education Project: An Abridgment.

ED 141 016

Ethnocentrism

Ethnocentric Speech: Its Nature and Implications.

ED 140 378

Ethology

Ethological Perspectives on Preschool Social Organization.

ED 140 976

Europe

British Support for English Studies in Europe.

ED 140 660//

Europe (West)

The Integration of Migrant Children Into Pre-School Education.

ED 140 963

European Documentation and Information

System
EUDISED Project: Present State and Development Prospects.

ED 140 827

EUDISED R&D Bulletin, 1976, No. 1.

ED 140 777

Evaluation

The Analysis of Discourse as Evaluation of Productive Thinking.

ED 141 113

Communication and the Elderly Patient.

ED 140 132

Energy Conservation in New Building Design: An Impact Assessment of ASHRAE Standard 90-75. Conservation and Environment Buildings Programs. Conservation Number 43B.

FD 140 508

An Evaluation of Visitor Response to "Man In His Environment." Final Report.

ED 141 078

Mathematics Highlights Report, 1974-75. Louisiana State Department of Education Bulletin 1457.

ED 141 119

Microteaching Skills in Science Checklist: An Observational Instrument to be Used for Evaluation and Description of Science Teaching in the Elementary School.

ED 141 092

The Place of Evaluation in the Tanzanian System of Education. IIEP Seminar Paper 6.

ED 141 374

The Quality of High School Reading and Vocabulary Tests: Implications for the Researcher.

ED 141 396

Response Surface Methodology Revisited: A Commentary on Research Strategy.

ED 141 385

A Review of Research and Evaluation Literature on Outward Bound and Related Educational Programs.

ED 141 039

Structural Components Revealed by Evaluating the Quality of Elementary School Tests.

ED 141 383

A Summary of the Recent Literature on the Evaluation of Principals, Teachers, and Students. Occasional Paper No. 18.

ED 141 407

Survey of Classroom Activities for Science: A Questionnaire for Evaluation and Description of Science Teaching in the Elementary School.

ED 141 093

Evaluation Criteria

An Analysis of the Bases Used By Library Evaluators in the Accrediting Process of the Southern Association of Colleges and Schools.

ED 140 800

An Analysis of the Student Evaluation Form at Oakton Community College.

ED 140 877

Career Education. Administrators and Counselors Implementation Model. Module V--Implementation. (5.2) Curriculum Evaluation.

ED 140 048

Career Education. Administrators and Counselors Implementation Model. Module VIII--Implementation. (8.1) Preparation and Evaluation of Counselor Material.

ED 140 051

Factors Influencing Professorial Assessment.

ED 141 398

An Inventory for Appraising Experimental Research Designed for Introductory Research Methods Classes.

ED 141 384

Methodology for the Evaluation of Education Attainments; A Project of the IBRD and IIEP. IIEP Seminar Paper 2.

ED 141 377

Objectives, Indicators of Attainment, and Assessment Criteria for Twenty School Based Teacher Educator Competencies.

ED 141 291

A Retrospective Analysis of the Development of Program Criteria.

ED 140 477

A Retrospective Analysis of the Development of a Project Monitoring System.

ED 140 478

Structural Components Revealed by Evaluating the Quality of Elementary School Tests.

ED 141 383

Technical Assistance Outlines for Research Proposal Writers Conforming to Guidelines Derived from the FEDERAL REGISTER.

ED 141 270

Evaluation Instrument for Experimental Research

An Inventory for Appraising Experimental Research Designed for Introductory Research Methods Classes.

ED 141 384

Evaluation Methods

Adult Basic Education Follow-Up Study.

ED 139 997

An Analysis of the Bases Used By Library Evaluators in the Accrediting Process of the Southern Association of Colleges and Schools.

ED 140 800

Assessing Student Academic and Social Progress.

ED 140 900

Assessment of Student Achievement. A Survey of the Assessment of Student Achievement in Ontario.

ED 141 403//

Cognitive Remediation of Blind Students: Final Report and Demonstration of Educational Techniques.

ED 140 583

Competencies of the Educational Administrator: A Study of the Competencies of the Principals of Normal Schools in Turkey.

ED 140 461

Coorientation and Identification: A Transactional Approach to the Formative Evaluation of Educational Television Programming.

ED 140 305//

A Definition of and Evaluation Design for Community Education Programs. Technical Assistance Outline.

ED 140 117

Evaluating the Provision of Employer Services: A Methodology. Final Report.

ED 140 025

Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1975-76. Final Evaluation Report.

ED 141 452

A Geriatric Consultation and Diagnostic Center: One Model for Assessment.

ED 140 110

Limitations of a Standard Perspective on Program Evaluation: The Example of Ten Years of Teacher Corps Evaluations.

ED 141 387

Local Occupational Program Evaluation.

ED 140 024

Logical Operations Instruction in the Preschool. Parts 1 and 2.

ED 140 930

Measuring Educational Progress: A Study of the National Assessment.

ED 140 228//

Methodology for the Evaluation of Education Attainments; A Project of the IBRD and IIEP. IIEP Seminar Paper 2.

ED 141 377

The Nature of the Evaluation Process. IIEP Seminar Paper 1.

ED 141 375

Open School Evaluation System.

ED 140 448//

Report of the African Regional Seminar on Educational Evaluation (Dar es Salaam, Tanzania, April 7-May 2, 1975).

ED 141 373

The Search for Cognitive Giftedness in Exceptional Children.

ED 140 563

SESA Productivity Measurement System. Measuring the Productivity of the State Employment Service Agencies. Final Report.

ED 139 925

Technical Assistance Outlines for Research Proposal Writers Conforming to Guidelines Derived from the FEDERAL REGISTER.

ED 141 270

The University Supervisor: What Place in Academe? Student Teacher Supervisor Questionnaire.

ED 141 321

Using Survey Feedback in a Small Alternative High School. Research and Development Memorandum No. 148.

ED 140 437

Evaluation Needs

Developing Learning Objectives for a Model Course to Prepare Adults for the Assessment of Prior, Non-Sponsored Learning by Portfolio Evaluation.

ED 140 887

Evaluators

Report of the African Regional Seminar on Educational Evaluation (Dar es Salaam, Tanzania, April 7-May 2, 1975).

ED 141 373

Exceptional Children

School Psychology 1976: Old Problems and New Opportunities.

ED 140 160

Exceptional Students

Handicapped Children Component: Remedial Services, Non-Public Schools. School Year 1974-75.

ED 141 442

Exercise (Physiology)

A Comparison of Exercise and Meditation in Reducing Physiological Response to Stress.

ED 141 339

Hooked on Exercise: A Psycho-Biological Explanation.

ED 141 300

Ischemic Nerve Block.

ED 141 298

Nutrition, Weight Control, and Exercise.

ED 141 286//

Physical Education, Sports and the Sciences: Papers Presented in Honor of H. Harrison Clarke.

ED 141 288//

Physical Fitness: A Way of Life.

ED 141 287//

Physical Fitness: The Pathway to Healthful Living. Third Edition.

ED 141 335//

Exercise Addiction

Hooked on Exercise: A Psycho-Biological Explanation.

ED 141 300

Stimulus-Seeking, Extraversion, and Neuroticism in Regular, Occasional, and Non-Exercisers.

ED 141 301

Exhibits

An Evaluation of Visitor Response to "Man In His Environment." Final Report.

ED 141 078

Expectation

Transmission and Compliance with Expectations in a Simulated Supervisor-Worker Interaction.

ED 140 137

What's Wrong with Complex Sentences? Children's Judgments of Unacceptable Elements.

ED 140 655

Expenditure Per Student

Model for Calculating Cost per Pupil for Secondary Vocational, General and Transfer Curricula in Comprehensive High Schools, Shared Time Vocational Schools and Full Time Vocational Schools. Final Report.

ED 139 914

Summary Report, 1974-75 Unit Expenditures Study.

ED 140 879

Expenditures

Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975.

ED 141 127

Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975. Detailed Statistical Tables, Appendixes B and C.

ED 141 136

Revenues and Expenditures for Public Elementary and Secondary Education, 1974-75.

ED 140 402

Experience

Status of Teachers and Principals Employed in the Rural Schools of the United States. Bulletin, 1932, No. 3.

ED 141 053

Experience Based Career Education

A Comparison of Four Experience-Based Career Education Programs: What They Offer. How They Differ.

ED 140 031

Experiential Learning

Developing Learning Objectives for a Model Course to Prepare Adults for the Assessment of Prior, Non-Sponsored Learning by Portfolio Evaluation.

ED 140 887

Experiential Learning in the Community College. Topical Paper No. 63.

ED 140 909

A Review of Research and Evaluation Literature on Outward Bound and Related Educational Programs.

ED 141 039

Team Reconnaissance: A Process for Involving Teachers in the Preplanning of Experiential Education Projects.

ED 141 021

Experiential Training Unit

Interpersonal Skill Development: The Experiential Training Unit (ETU) and Transfer of Training.

ED 140 360

Experimental Curriculum

The Social Context of Mother-Infant Relations: A Study of Home Based Education.

ED 140 986

Experimental Groups

The Effect of Using Different Levels of Research Purpose Information to Comply with Ethical Guidelines in Classroom Research.

ED 141 199

Experimental Programs

Education Vouchers in New Hampshire. An Attempt at Free Market Educational Reform.

ED 140 392

Evaluation of the Knox County (Tennessee) Extended School Year Program: A Team Effort.

ED 140 474

Experimental Simulation of "Future Shock" to Explore Time Perspectives Under Different Rates of Change.

270 Subject Index

- ED 140 779
History of Education Vouchers in East Hartford Connecticut. The Parents' Choice Project: February 1975 - January 1976.
- ED 140 393
Project MACK. Final Evaluation Report 1974-1975.
- ED 140 415
Teacher Performance Contracts, ERS Research Brief.
- ED 140 456//
- Experimental Schools**
Implementing Alternative Schools; Lessons from the Minneapolis Experience.
- ED 141 437
World View and Educational Change: A Study of Time in a Small School District.
- ED 141 035
- Experimental Teaching**
Suggestopaedia-Canada.
- ED 140 673
- Expository Writing**
Composition Instruction Does Make a Difference: A Comparison of the High School Preparation of College Freshmen in Regular and Remedial English Classes.
- ED 140 342
Context, Text, Message and Forms of Discourse.
- ED 140 283
The Dynamics of Army Writing.
- ED 140 343
- Extended School Year**
Evaluation of the Knox County (Tennessee) Extended School Year Program: A Team Effort.
- ED 140 474
- Extension Education**
Outreach: University's Concern for Communities Around It.
- ED 140 072
The South Carolina Title V Program in Perspective: Three Models of Purposive Change.
- ED 141 022
- Eye Fixations**
Sequential Analysis of Visual and Verbal Behavior During Dyadic Conversation.
- ED 140 141
- Eye Voice Span**
The Relationship of Eye-Voice Span to Reading Ability and Readability.
- ED 140 267
- Facilities**
Community Report Card.
- ED 141 041
- Facility Guidelines**
Architectural Accessibility for the Disabled of College Campuses.
- ED 140 438
- Facility Planning**
School Facility Logistics. A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives.
- ED 140 472
School Facility Logistics: A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives. Executive Summary.
- ED 140 473
- Facility Utilization Research**
Selected Alternatives for Serving More High School-Aged Students in the Vocational-Technical Schools. Final Report.
- ED 139 907
- Factor Analysis**
A Diagnostic/Prescriptive System to Aid in the Treatment of Behavioral Disorders.
- ED 140 597
The Effects of High Risk Factors on Neonatal Behavior as Measured by the Brazelton Scale.
- ED 140 972
The Motor Domain and its Correlates in Educationally Handicapped Children.
- ED 141 267//
Students' Evaluations of Instructional Effectiveness: Research and a Survey Instrument.
- ED 141 413
- Factory Workers**
Regional and General Speech Patterns of Factory Workers.
- ED 140 627
- Factual Reading**
Investigation of the Effects of Training in the Use of Adjunct Aids on Comprehension When Reading Factual Materials, With Attention Given to Measuring Attitudes.
- ED 140 235//
Mathemagenic Effects of Postadjunct Questions in Three Response Modes on the Learning of Factual Knowledge and Its Application.
- ED 140 237//
- Faculty**
Case Studies on Faculty Development.
- ED 140 700
Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume I: Interim Final Report.
- ED 140 683
- Faculty Development**
Case Studies on Faculty Development.
- ED 140 700
- Faculty Evaluation**
The University Supervisor: What Place in Academe? Student Teacher Supervisor Questionnaire.
- ED 141 321
- Faculty Promotion**
Factors Influencing Professorial Assessment.
- ED 141 398
The University Supervisor: What Place in Academe? Student Teacher Supervisor Questionnaire.
- ED 141 321
- Faculty Workload**
Compensation for Overload and Extra Contractual Services. Collective Bargaining Perspectives Volume 2, Number 5.
- ED 140 711
- Failure Factors**
The Effects of Directionality and Complexity on Learning Disabled and Normal Subjects' Learning Sentence Sequence, Comprehending Sentences and Recognizing Sentence Relationships.
- ED 140 220//
PPBS in Higher Education: The Impossible Dream?
- ED 140 719
- Family (Sociological Unit)**
Analysis and Critique of Black Family Literature.
- ED 140 109
The Child's Development of the Concept of Family.
- ED 140 980
Energy and the Structure of Social System: Significance for Families.
- ED 141 193
Family and Sex Roles: A Theoretical Integration.
- ED 140 158
The Sensitivity of the Incidence of Poverty to Different Measures of Income: School-Aged Children and Families. The Measure of Poverty, Technical Paper XVII.
- ED 141 434
- Family Characteristics**
Components of Educational Achievement and Mobility in Black Families.
- ED 141 208
Effect of Using a Poverty Definition Based on Household Income. The Measure of Poverty, Technical Paper X.
- ED 141 430
- Family Day Care**
To Teach Family Day Care Caregivers How Not to Be Discriminative with Sex Roles and to Encourage Positive Self Images with Children of Different Ethnic Cultures. (A Proposal).
- ED 140 943
- Family Day Care Task Force**
To Teach Family Day Care Caregivers How Not to Be Discriminative with Sex Roles and to Encourage Positive Self Images with Children of Different Ethnic Cultures. (A Proposal).
- ED 140 943
- Family Influence**
Aspects of Compliance in a Reciprocal Family System.
- ED 140 127
- Family Life**
An Assessment of Research Needs of Women in the Rural United States: Literature Review and Annotated Bibliography.
- ED 141 465
Family and Sex Roles: A Theoretical Integration.
- ED 140 158
Family Living. Performance Objectives. Criterion Measures. Home Economics.
- ED 139 969
- Family Life Education**
Family Life Education in Canadian Schools.
- ED 141 228
Family Living. Performance Objectives. Criterion Measures. Home Economics.
- ED 139 969
- Family Management**
The Factors Underlying Sex Role Perception and Their Implications for Educators and Counselors.
- ED 140 122
- Family Planning**
Family Planning in Five Continents: Africa, America, Asia, Europe, Oceania. December 1976 Update.
- ED 141 076
- Family Problems**
Comprehensive Emergency Services: A System Designed to Care for Children in Crisis. Neglected and Abused by Their Family, Neglected and Abused by Their Community.
- ED 140 550
Runaway Youth: A Status Report and Summary of Projects as of March 31, 1976.
- ED 140 175
- Family Relationship**
Runaway Youth: A Status Report and Summary of Projects as of March 31, 1976.
- ED 140 175
- Family Role**
The Italian American Family: The Southern Italian Family's Process of Adjustment to an Urban America.
- ED 141 235
- Family Structure**
Effect of Using a Poverty Definition Based on Household Income. The Measure of Poverty, Technical Paper X.
- ED 141 430
Gender Identity as Seen in Drawings of Father Absent 5 to 7 Year Old Black Children.
- ED 141 463
The Social Context of Mother-Infant Relations: A Study of Home Based Education.
- ED 140 986
- Fantasy**
The Enculturation of the Imaginative Processes Between the Ages of Five and Seven Years and Their Effect Upon Classroom Activity. Final Report.
- ED 140 945
- Fante**
Spoken Fante for Non-Fante Beginners
- ED 140 608
- Farm Management**
Transfer of Decision Making and Farm Tasks from Father to Son in Father-and-Son Farming Arrangements. RS-51, August 1976.
- ED 141 023
- Fatherless Family**
Gender Identity as Seen in Drawings of Father Absent 5 to 7 Year Old Black Children.
- ED 141 463
- Fathers**
The Father's Adjustment as a Single Parent.
- ED 140 165
Transfer of Decision Making and Farm Tasks from Father to Son in Father-and-Son Farming Arrangements. RS-51, August 1976.
- ED 141 023
- Fault**
Attribution of Fault to Rape Victims.
- ED 140 106

Fear

An Exploratory Investigation of the Relationships of Three Types of Communication Apprehension to Student Attitudes, Levels of Satisfaction, and Achievement.

ED 140 361

Feasibility Studies

Indian Education Project, 1974.

ED 141 017

Indian Education Project: An Abridgment.

ED 141 016

Providing Location Information for Colorado Library Resources.

ED 140 802

Williamsburg County Human Resources Campus (WCHRC): Planning Report.

ED 141 034

Federal Aid

Child Day Care Management Study. Volume II-A: State Summaries (Alabama - Nebraska).

ED 140 982

Child Day Care Management Study. Volume II-B: State Summaries (Nevada - Wyoming).

ED 140 983

The Cooperative Approach in Rural Development. A National Strategy and Program Design.

ED 140 993//

Emergency Educational Assistance Act, 1977. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Human Resources. United States Senate. Ninety-Fifth Congress, First Session on S. 701. To Provide Federal Financial Assistance to Educational Institutions in Order to Assist Such Institutions to Meet the Emergency Caused by the High Costs of Fuel and Fuel Shortages and Harsh Weather Conditions, and for Other Purposes.

ED 140 423

Emergency Educational Assistance Act. Calendar No. 116. 95th Congress, 1st Session. Senate Report No. 95-141. Report to Accompany S. 701.

ED 140 424

Federal Student Aid: Who Receives It and How Is It Packaged?

ED 140 727

The Influence of State and Federal Aid on the Demand for Educational Opportunity in Kentucky.

ED 140 433

Training Needs in Gerontology; Hearing before the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, First Session. Part 3--Washington, D.C.

ED 140 013

A User-Driven Federally Supported System of School Improvement: Design Specifications.

ED 140 503

Federal Government

Accountability and Responsibility in Governmental-Political Communication: A Selected Annotated Bibliography.

ED 140 376

Computers in the Federal Government: A Compilation of Statistics.

ED 140 830

The Federal Civil Rights Enforcement Effort - 1974. Volume VII: To Preserve, Protect, and Defend the Constitution. A Report of the United States Commission on Civil Rights, June 1977.

ED 141 232

Implementing the Amended FOI Act.

ED 140 303

Inventory of Federal Data Bases Related to the Measurement of Poverty. The Measure of Poverty, Technical Paper IX.

ED 141 429

A Minor Miracle. An Informal History of the National Science Foundation.

ED 141 130

Report on Urban and Rural Non-Reservation Indians (Task Force Eight: Urban and Rural Nonreservation Indians). Final Report to the American Indian Policy Review Commission. Committee Print.

ED 141 011

The School Busing Controversy: 1970-75.

ED 140 420//

Federal Interagency Day Care Requirements

A Public Review in Federal Region VI of the Federal Interagency Day Care Requirements.

ED 140 966

Federal Legislation

Action on Aging Legislation in 94th Congress. Prepared by the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, Second Session. Committee Print.

ED 140 148

Advocacy Under the Developmental Disabilities Act: Summary of a Discussion Paper on Implications of Section 113, PL 94-103.

ED 140 568

Alternative Patterns for Strengthening Community Service Programs in Institutions of Higher Education. A Study of the Residual Effects of Federal Developmental Funding through Title I, HEA, 1965

ED 140 760

To Amend the Youth Conservation Corps Act of 1970; Hearing before the Committee on Interior and Insular Affairs, United States Senate, Ninety-Fourth Congress, Second Session on S.2630, A Bill to Amend the Youth Conservation Corps Act of 1970 (84 Stat. 794), H.R.10138, An Act to Create the Young Adult Conservation Corps to Complement the Youth Conservation Corps.

ED 139 909

An Approach to Evaluation of Rural Development Act Title V Programs. Northeast Regional Center for Rural Development Publication 11, February 1976.

ED 141 058

Comprehensive System of Personnel Development and the Implementation of P. L. 94-142: Issues and Problems.

ED 140 556

Education and Training in Aging; Hearings before the Select Committee on Aging, House of Representatives, Ninety-Fourth Congress, Second Session. March 3-4, 1976.

ED 140 012

Elementary and Secondary Education Act of 1976; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-fourth Congress, Second Session on H.R. 11023 to Authorize a Career Education Program for Elementary and Secondary Schools, and for Other Purposes. Hearings Held in Washington, D.C. February 2, September 13 and 20, 1976

ED 139 916

Emergency Educational Assistance Act, 1977. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Human Resources. United States Senate. Ninety-Fifth Congress, First Session on S. 701. To Provide Federal Financial Assistance to Educational Institutions in Order to Assist Such Institutions to Meet the Emergency Caused by the High Costs of Fuel and Fuel Shortages and Harsh Weather Conditions, and for Other Purposes.

ED 140 423

Emergency Educational Assistance Act. Calendar No. 116. 95th Congress, 1st Session. Senate Report No. 95-141. Report to Accompany S. 701.

ED 140 424

Financing of Public Law 94-142.

ED 140 581

Implementing the Amended FOI Act.

ED 140 303

Maternal and Child Health Care Act-1976. Supplemental Hearing Before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Fourth Congress, Second Session on H.R. 12937, H.R. 14309, and H.R. 14822 (Identical Bills) and H.R. 14497.

ED 140 944

P. L. 94-142. Long Term Implications: The Art of Crystal Balling.

ED 140 555

A Position Paper on the Roles of Federal, State and Local Governments on Standards, Regulations and Laws for Day Care.

ED 140 965

Public Law 94-142. Education for All Handicapped Children Act of 1975-Individualized Education Programs: Content and Related Issues.

ED 140 557

Public Law 94-142: The Education for All Handicapped Children Act. An Overview of the Federal Law.

A Public Review in Federal Region VI of the Federal Interagency Day Care Requirements.

ED 140 966

Training Needs in Gerontology; Hearing before the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, First Session. Part 3--Washington, D.C.

ED 140 013

Youth Unemployment; Hearing before the Joint Economic Committee, Congress of the United States, Ninety-Fourth Congress, Second Session.

ED 139 913

Federal Programs

Bringing the World of Work and the Institutions of Education Closer Together. Two Commencement Addresses at The Ohio State University. Occasional Paper No. 28.

ED 140 102

To Develop a System for Interfacing the Administration and Implementation of CETA and Vocational Programs at the Local Level. Final Report.

ED 140 097

DHEW Research, Service, and Training Programs in Hearing, Speech, and Language: A Summary of Areas of Interest, Funding Mechanisms, Review Processes, and Information Sources.

ED 140 564

Dissemination and Resources Group. Program Plan FY 1978.

ED 140 001

The Federal Civil Rights Enforcement Effort - 1974. Volume VII: To Preserve, Protect, and Defend the Constitution. A Report of the United States Commission on Civil Rights, June 1977.

ED 141 232

Federal Programs Supporting Educational Change, Vol. VI: Implementing and Sustaining Title VII Bilingual Projects.

ED 140 431

Federal Programs Supporting Educational Change, Vol. VII: Factors Affecting Implementation and Continuation.

ED 140 432

The Follow Through Planned Variation Experiment: What is the Pay-Off?

ED 141 449

Food Service Programs for Children: An Annotated Bibliography. Library List No. 99.

ED 140 479

Johnson-O'Malley Annual Report, Fiscal Year 1972.

ED 141 049

Limitations of a Standard Perspective on Program Evaluation: The Example of Ten Years of Teacher Corps Evaluations.

ED 141 387

The National Energy Plan. Summary of Public Participation.

ED 141 129

Project Follow Through: An ERIC Abstract Bibliography.

ED 140 978

Questions Persist About Federal Support for Development of Curriculum Materials and Behavior Modification Techniques Used in Local Schools. A Report.

ED 140 386

Report on Compensatory Education, 1975-76.

ED 141 474

Suggestions to Improve Management of Radio Free Europe/Radio Liberty. Report to the Congress by the Comptroller General of the United States.

ED 140 786

A User-Driven Federally Supported System of School Improvement: Design Specifications.

ED 140 503

Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings.

ED 139 915

WIN in 1976. The Work Incentive Program. Seventh Annual Report to the Congress on Employment and Training Under Title IV of the Social Security Act. July 1, 1975-June 30, 1976.

ED 139 988

Federal State Relationship

Dysfunctional Elements in the ESEA Title I Structure.

ED 140 499

272 Subject Index

Federal Supplemental Benefits

- A Study of Recipients of Federal Supplemental Benefits and Special Unemployment Assistance. Final Report. ED 139 923

Feedback

- Individual Conferences Versus Typed Comments Without Conferences on Graded Freshman English Composition Papers: The El Camino Experiment and the Compton Experiment. ED 140 910
Research on the Effect of Feedback on Writing: Review and Implications. ED 140 355

Feeder Programs

- Counseling in the Elementary Feeder Schools. ED 140 162

Fees

- Financing Community Services Instruction. ED 140 882

Feingold (B F)

- The National Advisory Committee on Hyperkinesis and Food Additives. Report to the Nutrition Foundation. ED 140 512

Females

- In All Fairness: A Handbook on Sex Role Bias in Schools. ED 140 186
An Assessment of Research Needs of Women in the Rural United States: Literature Review and Annotated Bibliography. ED 141 465
Changing Sex Roles and Females' Involvement in Delinquency. ED 140 156
Daisy Hooee Nampeyo, The Story of an American Indian. ED 140 997//
Degree Output in the South, Distribution by Sex 1974-75. ED 140 765
Doctorate Recipients from United States Universities. Summary Report 1976. ED 140 721
The Factors Underlying Sex Role Perception and Their Implications for Educators and Counselors. ED 140 122
A Follow-Up Study of Liberal Arts Graduates from a Women's College. ED 140 121
Icon Duration and Development. ED 140 990
Interpersonal Values of Intellectually Gifted Adolescent Females: Single-Sex or Co-Education? ED 140 523
The Life and Times of...Women. A Bibliography of Women's Biographies for Use in Various Secondary School Curricular Areas. ED 141 247
Providing Career Guidance for Young Women. Coordinator's Guide. ED 140 201
Providing Career Guidance for Young Women. ED 140 202
Providing Life/Career Planning for Women and Girls. Coordinator's Guide. ED 140 205
Providing Life/Career Planning for Women and Girls. ED 140 206
Results of Fall 1975 Survey of Engineering Freshmen (Revised). ED 141 231
Sacagawea, The Story of an American Indian. ED 140 996//
"... To Form a More Perfect Union ... " Justice for American Women. Report. ED 140 445
Women and Work. R & D Monograph 46. ED 140 062
Women's Participation in First-Professional Degree Programs in Medicine, Dentistry, Veterinary Medicine, and Law, 1969-70 through 1974-75. ED 140 761

Feminism

- Commissions on the Status of Women: A Progress Report. ED 140 178

Handbook for Commissions on the Status of Women. ED 140 164//

- "... To Form a More Perfect Union ... " Justice for American Women. Report. ED 140 445

Fiction

- 1976 Retrospect...; Proceedings of Children's Literature Institute (5th, University of Toledo, Summer, 1976). ED 140 345

Field Dependence Independence

- A Descriptive Study of the Cognitive Style of Field Dependence-Independence in the New Student Population in the Community College. ED 140 873
Field Dependence-Independence and Performance with the Passive Transformation. ED 140 985
Relating Field Independence and a Discovery Approach to Learning Mathematics: A Trait-treatment Interaction Study. ED 141 077

Field Experience Programs

- Field Work and Internship: A Description and Guidelines. ED 140 105
Graduate Credit Contract Course as a Flexible Model for Inservice Design. ED 141 309
Social Workers and Manpower Programs: An Experimental Approach to Professional Training and Curriculum Development. Final Report 1970-1973. ED 141 230
Teacher Perceptions of and Reactions to Field Based Programs in Early Childhood, Elementary, and Middle School Education at the University of Georgia, 1973-74. ED 141 305

Field Interviews

- An Experimental English 1002 Course. ED 140 327

Field Trips

- Historic Denver for Kids. ED 141 260

Film Criticism

- A Resource Unit in Film. Bulletin No. 7087. ED 140 313

Film Production

- A Resource Unit in Film. Bulletin No. 7087. ED 140 313

Films

- Pioneers: A Case Study of a Film Caught in the Two Line Struggle in Literature and Art in the People's Republic of China. Occasional Paper No. 77-5. ED 141 244
A Resource Unit in Film. Bulletin No. 7087. ED 140 313

Film Study

- Congruence: A Methodology for Aesthetic Curricular Criticism and Post-Critical Theorizing: Reconceptualizing Knowledge and Methods, as Curricular Foundations, in Secondary Cinematic Arts Education. ED 140 306//
Film in Education: This Worked For Me. ED 140 793
A Resource Unit in Film. Bulletin No. 7087. ED 140 313

Finance Reform

- Alternative Measures of Local Wealth and Effort. ED 140 476
The Serrano Case: Policy for Education or for Public Finance? The Rand Paper Series. ED 140 430

Financial Needs

- Training Needs in Gerontology; Hearing before the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, First Session. Part 3--Washington, D.C. ED 140 013

Financial Policy

- An Analysis of U.S. Foreign Direct Investment Policy and Economic Development. A.I.D. Discussion Paper No. 36. ED 141 226

- A Study of the Impact of Cancelling Classes. ED 140 920

Financial Problems

- Financing of Public Law 94-142. ED 140 581

Financial Support

- About Community College Finance. A "Brief" Highlighting Important Literature since 1973 about Finance in the Community College. ED 140 928
Audit-Proof Contracting for Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 3. ED 140 941//
Handbook of Institutional Advancement. A Practical Guide to College and University Relations, Fund Raising, Alumni Relations, Government Relations, Publications, and Executive Management for Continued Advancement. ED 140 749//
Obtaining Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 2. ED 140 940//
Provisions for Inservice Education of Higher Education Faculty, 1972-73. NEA Research Memo 1976-4. ED 140 724
Public Education in Sparsely Populated Areas of the United States. ED 141 006

Finland (Helsinki)

- The Behavior of Supervisors Assessed by Student Teachers. Research Bulletin No. 37. ED 141 346

First Aid

- First Aid in Emergency Care. ED 141 333//

Fish

- Where Have All the Menhaden Gone? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 209. [Project COAST]. ED 141 145

Fisheries

- The Lummi Indians - Economic Development and Social Continuity. ED 141 007//

Fitts Law

- Movement Precision and Amplitude as Separate Factors in the Control of Movement. ED 141 326

Fles

- EFL in Belgian Elementary Schools. Some Remarks in the Light of a Flemish Experiment. ED 140 641

Flexible Schedules

- A Study of the Effects of an Altered Work-week. ED 140 500

Flight Training

- Some Factors Influencing Transfer of Simulator Training. ED 139 984

Florida

- An Educational Needs Assessment for the Children of Florida's Migratory Agricultural Workers. Volume 1: Executive Summary - A Summary of Findings and Recommendations. ED 141 002
Florida Agricultural Labor and Unemployment Insurance. Bulletin 767, January 1975. ED 141 038
Florida Migratory Child Compensatory Program. Evaluation, 75-76. ED 140 999
A Handbook for Teachers of Three, Four, and Five Year Old Migrant Children. ED 141 001
The Status of Population Education in Florida Secondary Schools During 1973-74. Research Monograph 19. ED 141 183
A Study to Determine the Impact of the State of Florida's New Collective Bargaining Guidelines on the Personnel Policies and Procedures of Eight Community Colleges in Florida. ED 140 899

Florida (Alachua County)

The Alternative School: Alachua County (Florida) Public Schools. Descriptive Materials Covering the Secondary Center for Emotionally Disturbed Adolescents. ED 140 600

Florida Technological University

A Theoretical Approach for Internal Allocation of Academic Personnel Resources. ED 140 691

Flow Charts

Computer Classification of Triangles and Quadrilaterals—A Challenging Application. Illinois Series on Educational Applications of Computers. Number 19. ED 140 774

Folklore Books

Kanien'Keha' Okara'Shon'A. Mohawk Stories. ED 140 669

Followup Instruction

The Effect of a Language Versus a Dialogue Emphasis in Beginning Spanish Instruction and a Comparison of Structured Versus Unstructured Follow-Up. Final Report. ED 140 612

Followup Studies

1976 Follow-up of 1970-76 College of Education Graduates. University of Maine, Orono. ED 141 306

Adult Basic Education Follow-Up Study. ED 139 997

College Transfer Students: Who Are They? What Happens to Them? What Are Their Unique Needs? ED 140 884

A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971. ED 141 369

Montgomery College Student Follow-up Study: First-Time Students, Fall 1972. ED 140 921

Non-Returning Special Students: A Follow-up Study. ED 140 926

Planning Pre-Employment Programs. Conducting Job Development Programs, Job Placement Programs, Follow-Up and Follow-Through Programs. Coordinator's Guide. ED 140 207

The Problem With the Placement Study. ED 140 916

A Statewide Follow-up Study of Fall 1973 Transfer Students from Illinois Public Community Colleges (Phase III Progress Report). Volume II, Number 11. ED 140 894

Survey of Non-Returning Non-Vocational Students. ED 140 906

What Happens After Training: A Review of Follow-Up of Vocational Graduates. ED 140 010

Food

Energy Conservation in the Food System: A Publications List. ED 140 510

Feeding the Preschool Child: Documents Issued by PAG Ad Hoc Working Group Meetings (1969-1975). ED 140 968

Food Plans for Poverty Measurement. The Measure of Poverty, Technical Paper XII. ED 141 431

The National Advisory Committee on Hyperkinesia and Food Additives. Report to the Nutrition Foundation. ED 140 512

The Ocean: Source of Nutrition for the Future. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 305. [Project COAST]. ED 141 159

Food Handling Facilities

Energy Conservation in the Food System: A Publications List. ED 140 510

Food Service

Food Production and Services. Performance Objectives. Criterion Measures. Home Economics. ED 139 935

Food Service Programs for Children: An Annotated Bibliography. Library List No. 99. ED 140 479

Food Services. Reading and Language Activities. ED 140 064

Food Service Industry

Energy Conservation in the Food System: A Publications List. ED 140 510

Food Service Occupations

Exploration of Food Management, Production and Services Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 965

Food Preparation and Service. An Introductory Course for Food Services Careers. ED 140 035

Food Production and Services. Performance Objectives. Criterion Measures. Home Economics. ED 139 935

Foods Instruction

Food Production and Services. Performance Objectives. Criterion Measures. Home Economics. ED 139 935

Food Standards

Availability of Non-Nutritious Foods in Alberta Schools. Research Bulletin 77-1. ED 140 452

Foreign Countries

Acquisition of Conservation in Ghanaian Children. ED 140 947

Barefoot-Doctors. Occasional Paper No. 77-4. ED 141 263

Constructive Partnership: A University Perspective. The Report from the Special Committee on the Interface Study. ED 140 715

Dutch Preschool Education: A Right and Not a Privilege. ED 140 974

Education and Science in the Federal Republic of Germany. BW 3-77 and BW 4-77. ED 141 238

The Evolution of Professionalism in Quebec. ED 140 714

Higher Education and Social Change. Promising Experiments in Developing Countries. Volume 2: Case Studies. ED 140 744//

Higher Education and Social Change. Promising Experiments in Developing Countries. Volume 1: Reports. ED 140 745//

The Integration of Migrant Children Into Preschool Education. ED 140 963

The Mount Drutt Early Childhood Project. Second Annual Report to Bernard Van Leer Foundation. ED 140 960

National Plan for Graduate Studies. ED 140 729

New Perspectives for the System of Higher Education. ED 140 730

Ontario Council on University Affairs. Third Annual Report. March 1, 1976 to February 28, 1977. ED 140 686

Power and Authority in British Universities. ED 140 742//

Present Situation of Graduate Studies, Brazil - 75. ED 140 723

School and College. Studies in Post-Sixteen Education. ED 140 738//

The Self-Teaching Process in Higher Education. ED 140 735//

The University as an Organization: System and Environment. Current Projects. Educational Development: Information on Research and Development in Post-Secondary Education. ED 140 754

Foreign Culture

On Cognition and Social Change: A Report from a Pilot Study Regarding the Effect of Schooling on Cognitive Growth and Attitudes

towards Social Change in Pakistan. Reports from the Institute of Education, University of Goteborg, No. 57. ED 141 198

Intercultural Communicating. ED 140 619

Foreign Students

Notes on Professional Education for Librarianship in the United States. ED 140 839

Software for Managing the Process of Manpower Training for Economic and Industrial Development. ED 140 845

Formative Evaluation

An Assessment of Lesson Review as a Formative Evaluation Tool. ED 140 775

Career Education. Administrators and Counselors Implementation Model. Module VI—Evaluation of Career Education (Administrator). ED 140 049

Formative Research in Educational Media. ED 140 792

The Origins of Formative Evaluation Techniques for Film and Television: A Historical Analysis. ED 140 787

An Overview of Chanute Lessons. ED 140 776

Foundation Programs

Alfred P. Sloan Foundation Report for 1976. ED 140 798

Louisiana School Finance. Publication No. 1454. ED 140 404

Nine for Equality Under Law: Civil Rights Litigation. A Report to the Ford Foundation. ED 141 458

Fractions

Laboratory Mathematics. Curriculum Booklet III - Fractions. ED 141 169

Freedom of Information

The Buckley Amendment. ED 140 380

Implementing the Amended FOI Act. ED 140 303

Newsroom Democracy: The Case for Independence of the Press. Monograph Series, No. 2. ED 140 341

New York's Access to Records Law. ED 140 317

NNC (National News Council) Appraises an Appraisal. ED 140 318

The Print Media and Equal Time. ED 140 323

"Sunshine" in Michigan. ED 140 367

Freedom of Speech

Implementing the Amended FOI Act. ED 140 303

Newsroom Democracy: The Case for Independence of the Press. Monograph Series, No. 2. ED 140 341

New York's Access to Records Law. ED 140 317

Options in Education. Program #85: The Courts and the Public Schools. ED 140 511

The Print Media and Equal Time. ED 140 323

Rights in Conflict: A Report on the Annual Conference of the National Coalition Against Censorship (2nd, New York City, February 16, 1977). ED 140 370

"Sunshine" in Michigan. ED 140 367

Freehand Drawing

The Development of a Mini-Course in Teaching Gesture Drawing. ED 140 918

French

Aspects of Second Language Learning in Classroom Settings. Working Papers on Bilingualism, No. 13. ED 140 661

Linguistic Relativity: The Role of the Bilingual.

- Tahitian Words for Race and Class. Working Papers of the Language Behavior Research Laboratory, No. 40. ED 140 639//
- ED 140 680
- Friendship**
The Assertion of Power: Ideals, Perceptions, and Styles. ED 140 130
- Issues in the Measurement of Contextual Effects: Homogeneity of Associations and Multiple Reference Populations. ED 141 419
- Fringe Benefits**
Sick Leave Gratuities and Resultant Liabilities. ED 140 398//
- Fuel Consumption**
Energy Cost and Consumption Audit Program. 1975-76 Report. ED 140 465//
- Functional Illiteracy**
The Illiteracy Concept: Defining the Critical Level. ED 140 282
- A Study of the Literacy Level of Atlanta Public High School 11th and 12th Grade Students. ED 140 251//
- Functional Reading**
Adaptive Assessment for Nonacademic Secondary Reading. ED 140 240
- Fundamental Concepts**
Laboratory Mathematics. Booklet 7 - Project Overview and Evaluation. ED 141 173
- Laboratory Mathematics. Booklet 8 - Math Lab Activities. ED 141 174
- Laboratory Mathematics. Booklet 1 - Teacher's Management Guide. ED 141 167
- Laboratory Mathematics. Curriculum Booklet II - Whole Numbers. ED 141 168
- Laboratory Mathematics. Curriculum Booklet III - Fractions. ED 141 169
- Laboratory Mathematics. Curriculum Booklet IV - Decimals. ED 141 170
- Laboratory Mathematics. Curriculum Booklet V - Percent. ED 141 171
- Laboratory Mathematics. Curriculum Booklet 6 - Number Theory. ED 141 172
- Mathematics Highlights Report, 1974-75. Louisiana State Department of Education Bulletin 1457. ED 141 119
- Using the Mini-Calculator to Teach Mathematics. ED 141 126
- Fused Curriculum**
Career Education. Administrators and Counselors Implementation Model. Module IV-Planning. (4.1) Develop Plans for Curriculum Preparation and Infusion. ED 140 043
- Career Education. Administrators and Counselors Implementation Model. Module V-Implementation. (5.2) Curriculum Evaluation. ED 140 048
- Futures (of Society)**
Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume II: Migrant Population and Programs - Characteristics and Trends. ED 141 043
- Curriculum Change Toward the 21st Century. The Curriculum Series. ED 140 443
- Educating Teachers for the 1980's: Toward a New School. ED 141 356
- Effects of a Career Development Institute on the Images of the Future of Gifted Adolescents. ED 140 587
- Experimental Simulation of "Future Shock" to Explore Time Perspectives Under Different Rates of Change. ED 140 779
- Futures Information Interchange Newsletter**; Vol. 3, No. 2, December 1976 [And] Vol. 4, No. 1, April 1977. ED 141 246
- Imaging Futuristic Career Guidance Programs**. ED 140 194
- Imaging Futuristic Career Guidance Goals. Coordinator's Guide**. ED 140 195
- Imaging Futuristic Career Guidance Goals**. ED 140 196
- New Perspectives in Vocational Education**. Volume 1, Number 1, 1976-77. ED 139 921
- The Relationship Between Higher Education and Technological Development: The Canadian Experience**. ED 140 685
- The Role of Engineers and Scientists in a National Policy for Technology**. Report of the National Science Board. ED 141 120
- School Media of 1987 Game**. ED 140 314
- Toward a New Humanism: Some Value Perspectives in Emerging Cultural Relations**. ED 141 242
- Toward Challenging Peaks: Education Personnel for Alternative Futures**. ED 141 311
- Gallup Poll**
What the People Think About Their Schools: Gallup's Findings. Fastback Series No. 94. ED 141 400
- Gambino v Fairfax County School Board**
Concerning Student Publications. A Report and a Statement of Opinion. A Legal Memorandum. ED 140 385
- Games**
Games and Language Activities in the Italian High School Classroom. ED 140 654
- Games for the Science Classroom. An Annotated Bibliography. ED 141 071
- The New Games Book. Play Hard, Play Fair, Nobody Hurt. ED 141 268//
- Play with a Purpose. Elementary School Physical Education. Second Edition. ED 141 325//
- A Regression Model for Selection of Games to Enhance Problem Solving and Personality Skills in Young Children. ED 140 844
- Gender Identity**
Gender Identity as Seen in Drawings of Father Absent 5 to 7 Year Old Black Children. ED 141 463
- General Education**
Instructional Materials: A Bibliography for Their Selection, Evaluation and Use. ED 140 516
- Model for Calculating Cost per Pupil for Secondary Vocational, General and Transfer Curricula in Comprehensive High Schools, Shared Time Vocational Schools and Full Time Vocational Schools. Final Report. ED 139 914
- Peer Tutoring - Introduction and Historical Perspective. ED 140 593
- Generalization**
Programming Generalization Through Stimulus Fading in Remedial and Special Education Settings. ED 140 567
- Geographic Distribution**
Summary of Salaries Paid in Higher Education, 1975-76. NEA Research Memo 1977-1. ED 140 718
- Geographic Location**
The Effectiveness of Three Media in Disseminating Basic Information to Low Income Families. ED 140 004
- Geography Instruction**
Census Data: Geographic Significance and Classroom Utility. NCGE Pacesetters in Geography Series. No. 2. ED 141 190
- Report on Teaching: Analysis of Some of the Most Notable Improvements in American Undergraduate Teaching**. No. 4. ED 140 758
- Spatial Stages Development in Children and Teacher Classroom Style in Geography**. International Research in Geographic Education. ED 141 218
- Geology**
Sea Floor Spreading. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 302. [Project COAST]. ED 141 156
- Geometric Concepts**
Computer Classification of Triangles and Quadrilaterals-A Challenging Application. Illinois Series on Educational Applications of Computers. Number 19. ED 140 774
- Geometry**
Was Pythagoras Chinese? An Examination of Right Triangle Theory in Ancient China. The Pennsylvania State University Studies No. 40. ED 141 128//
- Georgia**
Evaluation and Audit of Career and Vocational Teacher Education Centers. Final Report. 1972-1973 School Year. ED 140 081
- Institutional Research in Georgia Junior Colleges. ED 140 913
- University System of Georgia Annual Report for Fiscal Year July 1, 1975 - June 30, 1976. ED 140 759
- Georgia (Atlanta)**
Black Stylization and Implications for Child Welfare. Final Report. ED 141 423
- Georgia State University**
A Multivariate Analysis of Student Grades in 138 Graduate Courses. Report Number 77-9. ED 140 731
- Geriatrics**
Communication and the Elderly Patient. ED 140 132
- A Geriatric Consultation and Diagnostic Center: One Model for Assessment. ED 140 110
- German**
Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 1. ED 140 626
- German-Speaking People of Europe. ED 140 621
- German Culture**
German-Speaking People of Europe. ED 140 621
- Gerontology**
Education and Training in Aging; Hearings before the Select Committee on Aging, House of Representatives, Ninety-Fourth Congress, Second Session, March 3-4, 1976. ED 140 012
- The Effects of Presentation Variables Upon Clustering and Recall Performance in the Elderly. ED 140 119
- National Directory of Educational Programs in Gerontology. First Edition. ED 140 015
- Primary Prevention for the Senior Citizen: The Preparation for Retirement Program. ED 140 167
- Training Needs in Gerontology; Hearing before the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, First Session. Part 3-Washington, D.C. ED 140 013
- Gestures**
The Development of a Mini-Course in Teaching Gesture Drawing. ED 140 918
- Ghana**
Acquisition of Conservation in Ghanaian Children. ED 140 947

Gifted

- On Being Gifted: Student Perspectives.
ED 140 559
- Creativity and the Gifted/Talented Child.
ED 140 599
- Developmental Patterns in Problem Solving and Creative Thinking Abilities in Gifted Elementary School Children.
ED 140 529
- Effects of a Career Development Institute on the Images of the Future of Gifted Adolescents.
ED 140 587
- How Can Teacher In-Service Be Made Effective in a Rural State?
ED 140 573
- Interpersonal Values of Intellectually Gifted Adolescent Females: Single-Sex or Co-Education?
ED 140 523
- "Model" Units for the Gifted. [A Compilation of Units for Gifted Students Based on Four Theoretical Models.]
ED 140 601
- Nearly... Everything You've Always Wanted to Know About the Gifted and Talented.
ED 140 553

Gifted Handicapped

- Creativity and the Gifted/Talented Child.
ED 140 599
- Project SEARCH Multi-Arts Curriculum: Lessons Plans for Fostering Exceptional Creative Potential Among Children with Handicaps (Working Draft).
ED 140 561
- Project SEARCH: Phase II Evaluation, 1975-1976.
ED 140 560
- The Search for Cognitive Giftedness in Exceptional Children.
ED 140 563

Glassworkers

- National Apprenticeship and Training Standards for Glaziers and Glassworkers. Revised.
ED 139 920

Glaziers

- National Apprenticeship and Training Standards for Glaziers and Glassworkers. Revised.
ED 139 920

Global Approach

- An Address on the Population Problem: Address to the Massachusetts Institute of Technology.
ED 141 241
- Mass Media and Developing Nations: A Global Perspective of the Present State of Mass Communication and Its Research.
ED 140 848
- Our World. CEM Topic Folder No. 3.
ED 141 206
- Toward a New Humanism: Some Value Perspectives in Emerging Cultural Relations.
ED 141 242

Goodenough Harris Drawing Test

- Goodenough-Harris Test Estimates of Intellectual Maturity of Youths 12-17 Years: Demographic and Socioeconomic Factors.
ED 141 417

Governance

- Collective Bargaining: Impact on Governance.
ED 140 772
- Consumer Protection for Educators.
ED 141 312
- Dollars and Sense: Budgeting for Today's Campus.
ED 140 736//
- Formal Participation and Control in Community Colleges.
ED 140 898
- Governance in Institutions with Faculty Unions: Six Case Studies.
ED 140 764
- Governing Academic Organizations: New Problems, New Perspectives.
ED 140 447//
- Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume I: Interim Final Report.
ED 140 683
- Power and Authority in British Universities.
ED 140 742//
- From Procession to Profession: An Historical Case Study in the Governance of Teacher Education.
ED 141 307

- Understanding and Influencing the State Role in Postsecondary Education. Management Report 77/7.
ED 140 896

Governing Boards

- Collective Bargaining: Impact on Governance.
ED 140 772
- Suggestions to Improve Management of Radio Free Europe/Radio Liberty. Report to the Congress by the Comptroller General of the United States.
ED 140 786
- Understanding and Influencing the State Role in Postsecondary Education. Management Report 77/7.
ED 140 896

Government (Administrative Body)

- Sovereignty: The Navajo Nation and Taxation.
ED 141 019

Governmental Structure

- Tribal Law and Development Policies.
ED 141 012

Government Employees

- Equity and Collective Bargaining in Education.
ED 140 387

Government Publications

- Legal Literature Survey: A Bibliography for a Workshop on Unraveling Government and Legal Documents.
ED 140 819

Government Role

- Action on Aging Legislation in 94th Congress. Prepared by the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, Second Session. Committee Print.
ED 140 148
- An Address on the Population Problem: Address to the Massachusetts Institute of Technology.
ED 141 241
- Administrative and Legislative Uses of the Terms "Poverty," "Low Income," and other Related Items. The Measure of Poverty, Technical Paper II.
ED 141 425
- Adolescent Research Opinion and National Youth Policy: What We Know and What We Don't Know.
ED 140 151

- The Federal Civil Rights Enforcement Effort - 1974. Volume VII: To Preserve, Protect, and Defend the Constitution. A Report of the United States Commission on Civil Rights, June 1977.
ED 141 232

- Food Plans for Poverty Measurement. The Measure of Poverty, Technical Paper XII.
ED 141 431

- The Integration of Migrant Children Into Pre-School Education.
ED 140 963

- Needed Federal Policy in Education for Century III. Occasional Paper No. 24.
ED 139 985

- Ontario Council on University Affairs. Third Annual Report. March 1, 1976 to February 28, 1977.
ED 140 686

- A Position Paper on the Roles of Federal, State and Local Governments on Standards, Regulations and Laws for Day Care.
ED 140 965

- The Relationship Between Higher Education and Technological Development: The Canadian Experience.
ED 140 685

- The Role of Engineers and Scientists in a National Policy for Technology. Report of the National Science Board.
ED 141 120

- State Politics and Higher Education. A Book of Readings.
ED 140 733//

- Vocational Training. Information Bulletin. Supplement. United Kingdom.
ED 139 987

Government School Relationship

- Dollars and Sense: Budgeting for Today's Campus.
ED 140 736//
- New Perspectives for the System of Higher Education.
ED 140 730

- Ontario Council on University Affairs. Third Annual Report. March 1, 1976 to February 28, 1977.
ED 140 686

- State Politics and Higher Education. A Book of Readings.
ED 140 733//

Grade 1

- Teacher Attitudes Towards Compensatory Education Programs in the Dallas Independent School District.
ED 141 446

Grade 2

- Skin, Scale, Feather, and Fur.
ED 141 486
- Teacher Attitudes Towards Compensatory Education Programs in the Dallas Independent School District.
ED 141 446

Grade 3

- Skin, Scale, Feather, and Fur.
ED 141 486
- Teacher Attitudes Towards Compensatory Education Programs in the Dallas Independent School District.
ED 141 446

Grade 4

- Skin, Scale, Feather, and Fur.
ED 141 486
- Summer Recess: Does it Make a Difference on Title I Student Achievement?
ED 141 445

Grade 5

- Anchor Test Study: School, Classroom, and Pupil Correlates of Fifth-Grade Reading Achievement.
ED 141 418
- Lenox Hill Neighborhood School Camp Program; School Year 1975-1976.
ED 141 481
- Reading Improvement Through Marine Environment Exploration, 1975-1976.
ED 141 485
- Social Studies: Indians of Canada. Curriculum Unit on Indians of Canada for the Fifth Grade.
ED 141 030
- Student-Parent Activities Center, June 1976.
ED 141 487

Grade 6

- Student-Parent Activities Center, June 1976.
ED 141 487

Grade 8

- Summer Recess: Does it Make a Difference on Title I Student Achievement?
ED 141 445

Grade 11

- Verbal and Mathematical Ability of High School Juniors in 1974: A Norms Study of PSAT/NMSQT. Research Bulletin RB-76-27.
ED 141 372

Grade Equivalent Scores

- Grade Equivalent Scores: An Annotated Bibliography.
ED 141 386

Grade Point Average

- The Effect of Employment on the Grades of Students in Associate Degree Programs at Forsyth Technical Institute.
ED 140 911
- A Multivariate Analysis of Student Grades in 138 Graduate Courses. Report Number 77-9.
ED 140 731

Grade Prediction

- Accountability in Tutorial Programs.
ED 140 214

Grade Repetition

- Social Factors in Educational Attainment Among Puerto Ricans in U.S. Metropolitan Areas, 1970. The First in a Series of Reports on Puerto Ricans and Education.
ED 141 421

Grades (Scholastic)

- A Multivariate Analysis of Student Grades in 138 Graduate Courses. Report Number 77-9.
ED 140 731

Grading

A Comparative Study of Faculty and Student Attitudes Toward a Variety of College Grading Purposes and Practices.

ED 141 381

A Multivariate Analysis of Student Grades in 138 Graduate Courses. Report Number 77-9.

ED 140 731

Graduates

Completion Rates for Education and Training under the Vietnam Era GI Bill. A Study Submitted by the Veterans' Administration to the Committee on Veterans' Affairs, United States Senate. Ninety-Fourth Congress, 2nd Session. Senate Committee Print No. 48.

ED 139 917

Graduate Students

Collegiate Enrollments in the U.S., 1976-77. Statistics, Interpretation, and Trends in 4-Year and Related Institutions.

ED 140 697

Graduate Study

Directory of Graduate Programs in the Speech Communication Arts and Sciences, 1977-1978.

ED 140 374//

The Doctorally Prepared Nurse. Report of Two Conferences on the Demand for and Education of Nurses with Doctoral Degrees.

ED 140 687

An Examination of Admission Criteria for Graduate Students in Departments of Educational Administration.

ED 140 464

A Follow-Up Study of Liberal Arts Graduates from a Women's College.

ED 140 121

Including a Concentration in Composition in the Traditional English Ph.D. Program.

ED 140 353

A Multivariate Analysis of Student Grades in 138 Graduate Courses. Report Number 77-9.

ED 140 731

National Plan for Graduate Studies.

ED 140 729

The Need for Manpower Specialists: A New Role for Social Workers. A Report of the National Workshop on Manpower Curriculum Development in Social Work (New York, New York, April 11-13, 1973).

ED 141 229

New Perspectives for the System of Higher Education.

ED 140 730

Participants' Progress: The First Five Years. A Status Report on Candidates in the National Ed.D. Program for Educational Leaders.

ED 141 276

Present Situation of Graduate Studies, Brazil - 75.

ED 140 723

On Selecting Graduate Psychology Students: A Tentative Proposal.

ED 141 414

Social Workers and Manpower Programs: An Experimental Approach to Professional Training and Curriculum Development. Final Report 1970-1973.

ED 141 230

A Study of the Army's Advanced Civilian Schooling Programs.

ED 140 755

Time to Advanced Degree: A Profile of Recent Advanced Degree Recipients.

ED 140 762

Graduate Surveys

1976 Follow-up of 1970-76 College of Education Graduates. University of Maine, Orono.

ED 141 306

Following Up Graduates: A Measure of Academic Effectiveness.

ED 140 684

A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.

ED 141 369

JCCC Graduate Trends 1971-1976 (Characteristics and Impressions).

ED 140 886

Local Occupational Program Evaluation.

ED 140 024

The Problem With the Placement Study.

ED 140 916

Graduation

Predicting Grade Point Average, Withdrawal and Graduation from Four Allied Health Programs at Miami-Dade Community College Medical Center Campus.

ED 140 925

Graduation Requirements

Graduation Requirements Guidelines, Revised. Prepublication Draft.

ED 140 442

Grammar

Cultural Values and Lexical Features in Spanish Grammar.

ED 140 647

Field Dependence-Independence and Performance with the Passive Transformation.

ED 140 985

Grammatical Constraints on /s/ Deletion in Cuban Spanish. A Preliminary Study.

ED 140 643

Grammaticality

What's Wrong with Complex Sentences? Children's Judgments of Unacceptable Elements.

ED 140 655

Grants

Federal Student Aid: Who Receives It and How Is It Packaged?

ED 140 727

Graphic Arts

American Industries. Performance Objectives. Volume 2.

ED 139 968

Graphic Communications. Industrial Arts. Performance Objectives. Junior High School.

ED 139 972

Great Britain

British Support for English Studies in Europe.

ED 140 660//

Institutional Analysis and Planning in Higher Education.

ED 140 693

Power and Authority in British Universities.

ED 140 742//

School and College. Studies in Post-Sixteen Education.

ED 140 738//

Group Activities

The Effects of Cooperative Learning Environments on Conformity in School-Age Children.

ED 140 979

Implementing Career Education. Nine Model Practices.

ED 140 091

Group Behavior

Intrinsic Rewards and Learning for Cooperation.

ED 141 202

Group Counseling

LORS. Learning Oriented Reality Structure...Or How to Keep Your Sanity and Have Fun Besides in All Those Crazy Meetings!

ED 140 104

Group Dynamics

Role-Making Processes and University Administration. Final Report.

ED 140 725

Group Experience

Procedure Manual for Group Homes for Developmentally Disabled Adults. Revised January, 1977.

ED 140 545

Grouping (Instructional Purposes)

An Empirical Investigation: Teaching a Course in Oral Communication to Sexually Segregated Classes.

ED 140 302//

Student Learning Teams and Scores Adjusted for Past Achievement: A Summary of Field Experiments. Report No. 227.

ED 141 468

Student Team Learning Techniques: Narrowing the Achievement Gap Between the Races. Report No. 228.

ED 141 469

What to Do If They Fire: The Remedial Reading Teacher? The Special Education Teacher? The Learning Disabilities Teacher? Proceedings

of the Annual Spring Reading Conference (11th, Rutgers University, April 1976).

ED 140 259

Group Intelligence Tests

Goodenough-Harris Test Estimates of Intellectual Maturity of Youths 12-17 Years: Demographic and Socioeconomic Factors.

ED 141 417

Group Membership

Alternatives for Validating Interest Inventories against Group Membership Criteria.

ED 141 391

Reference Groups and Significant Others: Toward an Interface.

ED 140 111

Group Prekindergarten Education

Are Elementary Principals Ready For Group Pre-Kindergarten Education? An Empirical Study in Iowa.

ED 140 967

Group Relations

Ethnicity in the American University System.

ED 141 471

Issues in the Measurement of Contextual Effects: Homogeneity of Associations and Multiple Reference Populations.

ED 141 419

Group Status

Adolescent Peer Group Identifications and the Status Attainment Process.

ED 140 108

Growth Patterns

Physiological Alterations Observed in Young Competitive Swimmers During Three Years of Intensive Training.

ED 141 337

A Realistic Expectation for Cognitive Growth During Transescence.

ED 141 316

Guessing (Tests)

A Study of the I Don't Know Response in Multiple-Choice Tests. Iowa Testing Programs Occasional Papers, No. 5.

ED 141 371

Guidance Counseling

Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities. Coordinator's Guide.

ED 140 203

Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities.

ED 140 204

Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. Coordinator's Guide

ED 140 199

Providing Career Guidance for Young Women. Coordinator's Guide.

ED 140 201

Providing Career Guidance for Young Women.

ED 140 202

Providing Life/Career Planning for Women and Girls. Coordinator's Guide.

ED 140 205

Providing Life/Career Planning for Women and Girls.

ED 140 206

Guidance Functions

Career Education: The Consultant Approach.

ED 140 033

Programs of Guidance and Counseling Becoming of Age: Implications for Vocational Education R & D. Occasional Paper No. 25.

ED 140 101

Guidance Personnel

Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities.

ED 140 204

Developing Effective Public Relations. Coordinator's Guide.

ED 140 187

Developing Effective Public Relations.

ED 140 188

Guidance Programs

Career Education: The Consultant Approach.

ED 140 033

Programs of Guidance and Counseling Becoming of Age: Implications for Vocational Education R & D. Occasional Paper No. 25.
ED 140 101

Guidance Services

College Transfer Students: Who Are They? What Happens to Them? What Are Their Unique Needs?
ED 140 884

Computer-Assisted Guidance in New York City High Schools: A Demonstration of Feasibility and Impact on Students.
ED 140 150

A Continuation of the Demonstration of Computerized Occupational Information Dissemination in Four Urban Community Colleges.
ED 140 149

Counseling in the Elementary Feeder Schools.
ED 140 162

Counselor's Information Service: A Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Volume Number 4.
ED 140 147

Evaluation of the Area Student Services Program, 1976-77.
ED 141 416

Guidelines

Administrative and Legislative Uses of the Terms "Poverty," "Low Income," and other Related Items. The Measure of Poverty, Technical Paper II.
ED 141 425

Budget/Finance Campaigns: You Can't Afford to Lose.
ED 140 428

A Classification Scheme for Textbook Collections in Teaching Materials Centers.
ED 140 813

Coordination: A Conceptual Model and Practical Consideration.
ED 140 460

Doing Something About Educational Failure: A System for Educational Improvement Through Community Involvement.
ED 140 449//

Elementary-Secondary Guide for Oregon Schools. Part II: Suggestions.
ED 140 441

Graduation Requirements Guidelines, Revised. Prepublication Draft.
ED 140 442

Guidebook for the Development of Army Training Literature. Combat Training Techniques.
ED 140 099

Guidelines for Maximum Use of the Washington Library Network Resource Directory to Increase Its Effectiveness as a Reference and Bibliographic Tool.
ED 140 841

Guidelines for School Staffing Ratios. ERS Report.
ED 140 459//

Guidelines for Transfer. Recommendations of the Joint Committee on College Transfer Students.
ED 140 722

Mainstreaming the Visually Impaired Child.
ED 140 540

Meeting Problems of Declining Enrollment. Educational, Social, and Financial Implications to School Boards of Declining Enrollments.
ED 140 396//

Professional Journalism Skills.
ED 140 298

Researching, Writing, and Publishing Local History.
ED 141 236//

Resource Manual for Basic Skills in Collective Bargaining in the Public Schools.
ED 140 407

Title I, HEA Final Project Report. Identifying Environmental Education Needs and Post-Secondary Educational Resources: A Florida-Wide Cooperative Network [And] Environmental/Energy Education Needs Assessment Workshop, Conference Report [And] A Directory of Florida's Post Secondary Environmental Education Projects.
ED 141 259

Training Resource Manual for Impasse Procedures in Public School Negotiations.
ED 140 408

Training Resource Manual on Arbitration in the Public Schools.
ED 140 409

Guides

An Approach to Evaluation of Rural Development Act Title V Programs. Northeast Regional Center for Rural Development Publication 11, February 1976.
ED 141 058

Career Education Curriculum Development in the Community College. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. II, No. 7.
ED 140 917

Community Report Card.
ED 141 041

Metric Guide for Educational Materials: A Handbook for Teachers, Writers and Publishers.
ED 141 064//

The Nature of the Evaluation Process. IIEP Seminar Paper 1.
ED 141 375

Guilt

The Culpable Victim in Mendelsohn's Typology.
ED 140 138

Habit Formation

Habit Strength Differences in Motor Behavior: The Effects of Social Facilitation Paradigms and Subject Sex.
ED 141 297

Handicapped

Modifying Regular Vocational Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1976.
ED 140 541

The Multihandicapped: A Selective Bibliography of Non-Print Materials.
ED 140 834

The Multihandicapped: A Selective Bibliography of Non-Print and Print Materials.
ED 140 835

Handicapped Children

Building Needs for the Handicapped.
ED 140 535

Career Education--The State of the Art of In-service Training.
ED 140 588

Chapter 766: An Analysis of Year One.
ED 140 522

Community-Involved Pre-School, Developmental Program.
ED 140 574

Comprehensive System of Personnel Development and the Implementation of P. L. 94-142: Issues and Problems.
ED 140 556

Due Process in Special Education: Resource Book.
ED 140 520

Financing of Public Law 94-142.
ED 140 581

Fostering Positive Attitudes Toward the Handicapped: A Selected Bibliography of Multimedia Materials.
ED 140 515

A Generic Competency Based Teacher Training Program in Special Education.
ED 140 591

Laboratory Manual in Adapted Physical Education and Recreation.
ED 141 285//

Mainstreaming as an Approach to Special Education Services: Organization and Training.
ED 140 519

The Paraprofessional in Special Education.
ED 140 582

Peer Tutorial Models.
ED 140 592

P. L. 94-142. Long Term Implications: The Art of Crystal Balling.
ED 140 555

Prenatal Care Training.
ED 140 580

Public Law 94-142. Education for All Handicapped Children Act of 1975--Individualized Education Programs: Content and Related Issues.
ED 140 557

Public Law 94-142: The Education for All Handicapped Children Act. An Overview of the Federal Law.
ED 140 554

The Reliability of Using Peers in Drill Type Instruction.
ED 140 577

A Selected Bibliography on Attitudes Toward the Handicapped.
ED 140 517

Special Education Delivery Alternatives: Changes Over Time in Teacher Ratings, Self-Image, Perceived Classroom Climate and Academic Achievement Among Handicapped and Nonhandicapped Children. Revised.
ED 140 565

Special Technology for Special Children: Computers as Prostheses to Serve Communication and Autonomy in the Education of Handicapped Children.
ED 140 526

Transmittal Notice: Announcement of Diagnostic Criteria for Reporting Handicapped Children in Head Start.
ED 140 530

Vocationally Oriented School Planning for the Handicapped. Kindergarten through Grade Twelve.
ED 140 537

Handicapped Students

Architectural Accessibility for the Disabled of College Campuses.
ED 140 438

Handwriting Instruction

RESEARCH SUMMARY: Basic Skills in Handwriting and Spelling.
ED 140 271

SCRAPS: A Mini-Course for Volunteers in Handwriting (Grades 1-3).
ED 141 362

Hard of Hearing

Tips on Car Care & Safety for Deaf Drivers.
ED 140 074

Hawaii

Career Education. Administrators and Counselors Implementation Model. Module II. Orientation Module.
ED 140 041

Career Education. Administrators and Counselors Implementation Model. Module VI--Evaluation of Career Education (Administrator).
ED 140 049

Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii. Phase IV. Final Report.
ED 140 039

A History of Japanese in Hawaii.
ED 141 197

A Model of Intercultural Communication: The Interaction of Japanese and Other Ethnic Groups in Hawaii.
ED 140 628

Health

Feeding the Preschool Child: Documents Issued by PAG Ad Hoc Working Group Meetings (1969-1975).
ED 140 968

Health Activities

3 Lakota Grandmother Stories - Health Lessons for Young People.
ED 140 995//

Health Education

3 Lakota Grandmother Stories - Health Lessons for Young People.
ED 140 995//

An Educational Guide for Planning an Improved Human Environment.
ED 141 081

Education in Action, School Year 1975-1976.
ED 141 480

Functional Administration in Physical and Health Education.
ED 141 289//

Health Examination Survey

Goodenough-Harris Test Estimates of Intellectual Maturity of Youths 12-17 Years: Demographic and Socioeconomic Factors.
ED 141 417

Health Facilities

Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume 2, Interim Final Report.
ED 140 682

Health Insurance

Maternal and Child Health Care Act—1976. Supplemental Hearing Before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Fourth Congress, Second Session on H.R. 12937, H.R. 14309, and H.R. 14822 (Identical Bills) and H.R. 14497.

ED 140 944

Health Needs

The Adequacy of Health Care Among the Indian and Spanish Populations in Polk, Lincoln, Benton, Linn and Southwestern Portion of Marion Counties. A Public Opinion Perspective.

ED 141 048

Health Occupations Education

The California State University and Colleges Health Manpower Education Project. Final Report.

ED 140 717

Hearings on the Need for Continuation of the Uniformed Services University of the Health Sciences before the Investigations Subcommittee of the Committee on Armed Services, House of Representatives, Ninety-Fifth Congress, First Session.

ED 140 763

Higher Education for Public Health.

ED 140 743//

Predicting Grade Point Average, Withdrawal and Graduation from Four Allied Health Programs at Miami-Dade Community College Medical Center Campus.

ED 140 925

Health Personnel

Proceedings of the Conference on Rural Health Services in Nevada (Reno, Nevada, January 17-18, 1974).

ED 141 028

Health Programs

Physical Fitness: A Way of Life.

ED 141 287//

Health Services

The Adequacy of Health Care Among the Indian and Spanish Populations in Polk, Lincoln, Benton, Linn and Southwestern Portion of Marion Counties. A Public Opinion Perspective.

ED 141 048

Education and Training in Aging; Hearings before the Select Committee on Aging, House of Representatives, Ninety-Fourth Congress, Second Session. March 3-4, 1976.

ED 140 012

Florida Follow Through.

ED 141 363

Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume I: Interim Final Report.

ED 140 683

Proceedings of the Conference on Rural Health Services in Nevada (Reno, Nevada, January 17-18, 1974).

ED 141 028

Heating

Emergency Educational Assistance Act, 1977. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Human Resources, United States Senate, Ninety-Fifth Congress, First Session on S. 701. To Provide Federal Financial Assistance to Educational Institutions in Order to Assist Such Institutions to Meet the Emergency Caused by the High Costs of Fuel and Fuel Shortages and Harsh Weather Conditions, and for Other Purposes.

ED 140 423

Emergency Educational Assistance Act. Calendar No. 116. 95th Congress, 1st Session. Senate Report No. 95-141. Report to Accompany S. 701.

ED 140 424

Energy Cost and Consumption Audit Program. 1975-76 Report.

ED 140 465//

Helping Relationship

The Advisor: Supportive Assistance for Effective Changes in Education.

ED 141 345

Heyerdahl (Thor)

The "RA" Expeditions: The Archaeological and Anthropological Background. The "RA" Expeditions: The Coriolis Effect. The "RA" Expeditions: The Papyrus Reed. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 211, 212, 213. [Project COAST].

ED 141 147

Higher Education

AISOM (The American Indian School of Medicine), March 1977.

ED 141 026

Alternative Patterns for Strengthening Community Service Programs in Institutions of Higher Education. A Study of the Residual Effects of Federal Developmental Funding through Title I, HEA, 1965

ED 140 760

Can Quality Coexist with Equality in a Just Community?

ED 140 768

Can the Enforcement of Civil Rights Laws Protect Minority Gains in Higher Education During a Period of Retrenchment?

ED 140 709

The Career Pathways, Attitudes and Aspirations of Professional Women in Higher Education Institutions in West Berlin, Germany. A Replication of a Study Carried Out in Washington, D.C. by Gloria Freeman.

ED 140 005

Case Studies on Faculty Development.

ED 140 700

Changes in Enrollment by 1985. Policy Analysis Service Reports Volume 3, Number 1.

ED 140 766

Collective Bargaining: Impact on Governance.

ED 140 772

Collective Bargaining: The Faculty Viewpoint; and What Collective Bargaining Means to University Administrators. IRTHE Volume 6, Number 1.

ED 140 707

The College Instructor's Guide to Teaching and Academia.

ED 140 747//

Collegiate Enrollments in the U.S., 1976-77. Statistics, Interpretation, and Trends in 4-Year and Related Institutions.

ED 140 697

Degree Output in the South, Distribution by Sex 1974-75.

ED 140 765

Departments and Department Chairs: Organizational and Administrative Influences on Undergraduate Teaching. An Annotated Bibliography. On Teaching Undergraduate Sociology.

ED 140 701

Desegregation Dilemma and Its Impact on the Quality of Life for Black Americans - Year 2000.

ED 141 450

The Design and Application of Information Systems in Higher Education.

ED 140 692

Design for Change. Higher Education in the Service of Developing Countries. A Handbook for Planners.

ED 140 771

Directory of Bargaining Agents and Contracts in Higher Education. April 1, 1977.

ED 140 698

Directory of Outdoor Education Degree Programs in Higher Education.

ED 140 994

Dollars and Sense: Budgeting for Today's Campus.

ED 140 736//

Ethnicity in the American University System.

ED 141 471

Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975.

ED 141 127

Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975. Detailed Statistical Tables, Appendixes B and C.

ED 141 136

Faculty Development Practices in U.S. Colleges and Universities.

ED 141 382

Following Up Graduates: A Measure of Academic Effectiveness.

ED 140 684

Governing Academic Organizations: New Problems, New Perspectives.

ED 140 447//

Handbook of Faculty Bargaining. Asserting Administrative Leadership for Institutional Progress by Preparing for Bargaining, Negotiating and Administering Contracts, and Improving the Bargaining Process.

ED 140 732//

Handbook of Institutional Advancement. A Practical Guide to College and University Relations, Fund Raising, Alumni Relations, Government Relations, Publications, and Executive Management for Continued Advancement.

ED 140 749//

Higher Education and Management Information Systems.

ED 140 695

Higher Education and Social Change. Promising Experiments in Developing Countries. Volume 2: Case Studies.

ED 140 744//

Higher Education and Social Change. Promising Experiments in Developing Countries. Volume 1: Reports.

ED 140 745//

Higher Education for Public Health.

ED 140 743//

High School Context, College Quality, and Educational Attainment: Institutional Constraints in Educational Stratification. Johns Hopkins University Center for Social Organization of Schools Report No. 214.

ED 140 169

The Importance of the Graphic Approach to Research in Higher Education.

ED 140 694

Institutional Analysis and Planning in Higher Education.

ED 140 693

The Just Community at What Price—The Role of Government in Financing Education.

ED 140 769

Lakota Oral Literature.

ED 141 014

Lakota Social System.

ED 141 013

Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume I: Interim Final Report.

ED 140 683

National Plan for Graduate Studies.

ED 140 729

New Perspectives for the System of Higher Education.

ED 140 730

Origin of Kentucky College and University Enrollments, 1976.

ED 140 716

Politics and Diffusion Strategies for Instructional Development in Higher Education.

ED 140 816

PPBS in Higher Education: The Impossible Dream?

ED 140 719

Present Situation of Graduate Studies, Brazil - 75.

ED 140 723

The Process of Accentuation in College Settings. Final Report. BN-BR-3-2083

ED 140 699

Renewing Liberal Arts Colleges. Identifying, Planning, Implementing, and Assessing Institutional Renewal. Report of the Project on the Assessment of Institutional Renewal.

ED 140 712

A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs.

ED 140 696

Report on Teaching: Analysis of Some of the Most Notable Improvements in American Undergraduate Teaching. No. 4.

ED 140 758

Reservation Economic Development. A Course in Small Business.

ED 141 015

Results of Fall 1976 Survey of Engineering Freshmen.

ED 141 131

The Revolutionary College. American Presbyterian Higher Education 1707-1837.

ED 140 734//

In the Shadow: Reflections of a State College President.

ED 140 740//

State Politics and Higher Education. A Book of Readings.

ED 140 733//

Statistics Concerning Indian Education, Fiscal Year 1974.

- ED 141 045
Statistics Concerning Indian Education, Fiscal Year 1975.
- ED 141 046
Statistics Concerning Indian Education, Fiscal Year 1976.
- ED 141 047
Student Relations to Instruction. Memo to the Faculty Number 58.
- ED 140 767
Theoretical Approaches to the College Environment.
- ED 140 689
Toward Equality of Educational Opportunity and Attainment in Higher Education in Maryland. A Position Paper.
- ED 140 710
Toward Equity for Blacks in Higher Education.
- ED 141 455
Tribal Law and Development Policies.
- ED 141 012
The University as an Organization: System and Environment. Current Projects. Educational Development: Information on Research and Development in Post-Secondary Education.
- ED 140 754
World Trends in Environmental Education. Educational Documentation and Information: Bulletin of the International Bureau of Education, No. 200, 3rd Quarter 1976.
- ED 141 179
- Higher Education Act Title I**
Alternative Patterns for Strengthening Community Service Programs in Institutions of Higher Education. A Study of the Residual Effects of Federal Developmental Funding through Title I, HEA, 1965
- ED 140 760
- High Risk Students**
Intervention Strategies for Populations at Risk: A Behavioral Approach to Prevention.
- ED 140 131
- High School Curriculum**
Child Care Services Guide. Performance Objectives. Criterion Measures. Home Economics.
- ED 139 934
Course Outlines in Vocational Agriculture. Research Project.
- ED 140 080
Distributive Education II. Course of Study.
- ED 140 030
Home Economics Education. Curriculum Planning Guidelines. Levels III-IV-V.
- ED 140 069
Penetrating School Strata through Career Education. Final Report.
- ED 139 989
- High School Equivalency Programs**
An Evaluation of the Effectiveness of Instructional Television for GED Preparation.
- ED 139 990
Summary of Research Findings on the Military General Educational Development Program. Final Report.
- ED 139 986
- High School Graduates**
A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.
- ED 141 369
National Longitudinal Study of the High School Class of 1972: First Followup Survey Design, Instrument Preparation, Data Collection and File Development.
- ED 141 406
Summary of Research Findings on the Military General Educational Development Program. Final Report.
- ED 139 986
- High Schools**
School and College. Studies in Post-Sixteen Education.
- ED 140 738//
- High School Students**
1975-76 Youth Conferences on Older Americans. A Report to the President of the United States for Older Americans Month.
- ED 140 171
Assessing High School Vocational Students' Attitudes Toward Travel Away from Their Home Schools. Final Report.
- ED 140 079
- A Career Development Program for High School Youth in a Church Setting.
- ED 140 009
The Development of a Student Observation of Teachers Instrument for Use in High Schools.
- ED 141 409
Drug Abuse Prevention: The Awareness, Experience, and Opinions of Junior and Senior High School Students in New York State. Report No. 2 of Winter 1974/75 Survey.
- ED 140 174
Issues in the Measurement of Contextual Effects: Homogeneity of Associations and Multiple Reference Populations.
- ED 141 419
Student Assessment Service: A Model for Assessment of Learning and Behavior Problems in the High School.
- ED 140 157
Teacher Training and Tutorial Program in Reading; Evaluation Period, School Year 1975-1976.
- ED 141 490
Trends in the Academic Abilities, Background Characteristics, and Educational and Vocational Plans of College-Bound Students: 1970-71 to 1974-75.
- ED 141 390
- Historical Reviews**
The Consumer Price Index. The Measure of Poverty, Technical Paper V.
- ED 141 426
Ethnic Minorities and National Standardized Testing.
- ED 141 467
The Life, Influence and the Role of the Chinese in the United States, 1776-1960. Proceedings of the National Conference Held at the University of San Francisco July 10, 11, 12, 1975.
- ED 141 422
Models in Bilingual-Bicultural Education: the Community College of Philadelphia Experience.
- ED 141 461
The Origins of Formative Evaluation Techniques for Film and Television: A Historical Analysis.
- ED 140 787
Peer Tutoring - Introduction and Historical Perspective.
- ED 140 593
A Review of the Definition and Measurement of Poverty: Volume I, Summary Review Paper; Volume II, Annotated Bibliography. The Measure of Poverty, Technical Paper III.
- ED 141 424
- Historiography**
In Defense of Revisionism.
- ED 141 254
- History**
A. F. Ames, Village Schoolmaster. A Memoir.
- ED 141 072
The Follow Through Planned Variation Experiment: What is the Pay-Off?
- ED 141 449
Fossil Energy: Oil.
- ED 141 187
Sacagawea, The Story of an American Indian.
- ED 140 996//
Was Pythagoras Chinese? An Examination of Right Triangle Theory in Ancient China. The Pennsylvania State University Studies No. 40.
- ED 141 128//
- History Instruction**
Arizona History Resource Guide: A Resource Guide for Arizona Classroom Teachers.
- ED 141 207
- Hobbes (Thomas)**
Sex and Sex-Role Orientation as Determiners of Preference for Humorous Statements: A Test of Hobbes Superiority Theory of Humor.
- ED 140 123
- Homebound Children**
The Parent's Manual: A Manual of Supplementary Activities for Homebound Children with Severely Handicapping Conditions.
- ED 140 562
- Home Economics Education**
Consumer Education-Home Economics. Performance Objectives. Criterion Measures. Home Economics.
- ED 139 979
Home Economics Education. Curriculum Planning Guidelines. Levels III-IV-V.
- ED 140 069
Home Economics. Sample Test Items. Levels I and II.
- ED 140 066
- Home Furnishings**
Exploration of Home Furnishings, Equipment and Services Occupations. Performance Objectives. Criterion Measures. Home Economics.
- ED 139 974
- Home Instruction**
Desirable Teaching Behaviors--Tasks and Task Planning.
- ED 141 361
Helping Leaders Help Youth. An Evaluation Report of a Program for Illinois Volunteer 4-H Leaders, 1973-75.
- ED 141 000
- Home Management**
Exploration of Home Furnishings, Equipment and Services Occupations. Performance Objectives. Criterion Measures. Home Economics.
- ED 139 974
Exploration of Institutional Home Management and Supportive Services Occupations. Performance Objectives. Criterion Measures. Home Economics.
- ED 139 966
- Home Programs**
The Social Context of Mother-Infant Relations: A Study of Home Based Education.
- ED 140 986
- Home Study**
Correspondence and Home-Study Courses in Librarianship.
- ED 140 838
- Home Visits**
Parent-Generated Home-School Activities.
- ED 141 360
- Homogeneous Grouping**
A Test of the Homogeneity Thesis of the Culture of Poverty Theory: Characteristics of Disadvantaged Farm Families. Tech. Bul. No. 248, December 1975.
- ED 141 009
- Homosexuality**
Escalation of Agitative Rhetoric: A Case Study of Mattachine Midwest, 1967-1970.
- ED 140 358
- Hong Kong**
Culture-Specific Belief Stereotypy and its Personality, Attitudinal and Intellectual Correlates.
- ED 141 453
- Hopis**
Daisy Hooee Nampeyo, The Story of an American Indian.
- ED 140 997//
- Hospitalized Children**
Facilitating a Positive Interaction Between Parent and Infant in the Neonatal Intensive Care Unit.
- ED 140 971
- Housing**
No Exit: The Closing of Choice in Education.
- ED 141 194
- Housing Industry**
Manufactured Housing--The Modular Home in Texas.
- ED 140 491
- Housing Needs**
Building Needs for the Handicapped.
- ED 140 535
- Human Body**
Human Movement: An Integrated Approach.
- ED 141 336//
Manual of Structural Kinesiology. Eighth Edition.
- ED 141 334//
Physical Education, Sports and the Sciences: Papers Presented in Honor of H. Harrison Clarke.
- ED 141 288//
- Human Development**
Community Report Card.
- ED 141 041

- The Influence of Age and Intra-stimulus Organization on Recognition Memory of Information in Complex Pictures. ED 140 128
- Kohlberg's Structuralism: A Critical Appraisal. Monograph Series/15. ED 140 482//
- Psychological and Physiological Alternatives in the Control of Human Communicative Behavior. ED 141 215
- Humanism**
- Teaching Business Communications Journeywork or Humanistic Endeavor? ED 140 340
- Toward a New Humanism: Some Value Perspectives in Emerging Cultural Relations. ED 141 242
- Humanistic Education**
- A Contemporary Outlook on the Use of Media in the Classroom. ED 140 863
- The Humanities Strand of Project Search. The Humanities Series. ED 141 225
- Mother, I Can Do It Myself! A Humanistic View of Assessment and CBTE. ED 141 342
- SEARCH: An Individualized Social Education Curriculum. ED 141 252
- Strategies for Person-Centered Language Learning. ED 140 674//
- Humanistic Research**
- The Humanistic Approach to Educational Research. ED 140 475
- Humanities**
- A Contemporary Course in the Humanities for Community College Students. [Core Curriculum] ED 140 892
- A Contemporary Course in the Humanities for Community College Students. [Optional Sequences] ED 140 893
- Integrated Humanities in Florida Community Colleges. ED 140 908
- Humanization**
- Human Values in Medical Education. Annual Oration of the Society for Health and Human Values. ED 141 184
- Human Relations Programs**
- Evaluation of Human Relations Training Programs. Final Report for Period April 1975-October 1976. ED 140 865
- Human Resources**
- Bringing the World of Work and the Institutions of Education Closer Together. Two Commencement Addresses at The Ohio State University. Occasional Paper No. 28. ED 140 102
- Micropolitan Development: Theory and Practice of Greater-Rural Economic Development. ED 141 061//
- Human Services**
- Leisure Services: The Organized Recreation and Park System. Fifth Edition. ED 141 280//
- The Preparation of Human Service Professionals. ED 140 746//
- Williamsburg County Human Resources Campus (WCHRC): Planning Report. ED 141 034
- Humor**
- Sex and Sex-Role Orientation as Determiners of Preference for Humorous Statements: A Test of Hobbes Superiority Theory of Humor. ED 140 123
- Hyperactivity**
- The National Advisory Committee on Hyperkinesis and Food Additives. Report to the Nutrition Foundation. ED 140 512
- Hypertension**
- A Comparison of Exercise and Meditation in Reducing Physiological Response to Stress. ED 141 339
- Nursing Education in High Blood Pressure Control. Report of the Task Force on the Role of Nursing in High Blood Pressure Control. ED 140 036
- Ice Hockey**
- Impact Characteristics of Ice Hockey Helmets. ED 141 331
- Iconic Storage**
- Age and Visual Information Processing. ED 140 991
- Icon Duration and Development. ED 140 990
- Idaho**
- How Can Teacher In-Service Be Made Effective in a Rural State? ED 140 573
- School Laws, 1977. Idaho Legislature, Forty-Fourth Legislature, First Regular Session. ED 140 427
- Identification**
- Intervention Strategies for Populations at Risk: A Behavioral Approach to Prevention. ED 140 131
- Mainstreaming the Visually Impaired Child. ED 140 540
- The Search for Cognitive Giftedness in Exceptional Children. ED 140 563
- Transmittal Notice: Announcement of Diagnostic Criteria for Reporting Handicapped Children in Head Start. ED 140 530
- The Use of Passwords for Controlled Access to Computer Resources. Computer Science & Technology. ED 140 815
- Identification (Psychological)**
- Adolescent Peer Group Identifications and the Status Attainment Process. ED 140 108
- Human Diversity, Program Evaluation and Pupil Assessment; And, A Critical Review of Black Consciousness, Identity and Achievement. ED 141 451
- Parent-Child Relationships Parental Role Models and Reference Others--Their Joint Impact on Juvenile Delinquency. ED 140 107
- Reference Groups and Significant Others: Toward an Interface. ED 140 111
- The Relationship between Dramatic Play and Self-Concept in Middle Class Kindergarten Children. ED 140 289//
- Sex and Sex-Role Orientation as Determiners of Preference for Humorous Statements: A Test of Hobbes Superiority Theory of Humor. ED 140 123
- Television and Alcohol Consumption and Abuse. Rand Paper Series No. P-5621. ED 140 163
- Illinois**
- Alternative Measures of Local Wealth and Effort. ED 140 476
- Helping Leaders Help Youth. An Evaluation Report of a Program for Illinois Volunteer 4-H Leaders, 1973-75. ED 141 000
- Mainstreaming the Visually Impaired Child. ED 140 540
- Partisans and Provincials: The Political Milieu of State-Supported Education in Illinois, 1870-1920. Yale Higher Education Program Working Paper, YHEP-5. ED 141 205
- Public Opinion and the School Board. Selected Readings for School Board Members. ED 140 446
- A Statewide Follow-up Study of Fall 1973 Transfer Students from Illinois Public Community Colleges (Phase III Progress Report). Volume II, Number 11. ED 140 894
- The University Supervisor: What Place in Academe? Student Teacher Supervisor Questionnaire. ED 141 321
- Illiteracy**
- The Illiteracy Concept: Defining the Critical Level. ED 140 282
- Illustrations**
- The Effect of Illustrations on Children's Non-verbal Responses to Literature. ED 140 332
- The Importance of the Graphic Approach to Research in Higher Education. ED 140 694
- Imagery**
- Effect of Imposed Versus Self-Generated Imagery and Sentence Mediation on the Free Recall of Retarded Adolescents. ED 140 525
- Imagination**
- The Enculturation of the Imaginative Processes Between the Ages of Five and Seven Years and Their Effect Upon Classroom Activity. Final Report. ED 140 945
- Immersion Programs**
- Immersion Education in Ireland: A Critical Review of Macnamara's Findings. Reply to Dr. Cummins. Reply to the Reply. Working Papers on Bilingualism, No. 13. ED 140 666
- Immigrants**
- A History of Japanese in Hawaii. ED 141 197
- The Italian American Family: The Southern Italian Family's Process of Adjustment to an Urban America. ED 141 235
- Tutoring: Walk and Talk Program, 1975-1976 Academic Year. ED 141 492
- Improvement Programs**
- Faculty Development Practices in U.S. Colleges and Universities. ED 141 382
- Provisions for Inservice Education of Higher Education Faculty, 1972-73. NEA Research Memo 1976-4. ED 140 724
- In Basket Simulation**
- The Elementary School Consultant. An In-Basket Simulation Exercise. ED 140 484//
- The Elementary School Principal. An In-Basket Simulation Exercise. ED 140 483//
- The School Board Trustee. An In-Basket Simulation Exercise. ED 140 486//
- The Secondary School Division Chairman. An In-Basket Simulation Exercise. ED 140 485//
- Income**
- The 1972-73 Consumer Expenditure Survey. The Measure of Poverty, Technical Paper VIII. ED 141 428
- Conference on the Trend in Income Inequality in the U.S. Part I, Trends in Inequality of Well-Offness in the United States since World War II. Part 2, Conference Overview: Conceptual Issues, Data Issues, and Policy Implications. ED 141 457
- Current Issues and the Future of Education of Education in the Black Community. ED 141 456
- In-Kind Income and the Measurement of Poverty. The Measure of Poverty, Technical Paper VII. ED 141 427
- Racial Stratification and Socioeconomic Change in the American North and South. Discussion Paper #377-76. ED 141 454
- Relative Poverty. The Measure of Poverty, Technical Paper XIII. ED 141 432
- The Sensitivity of the Incidence of Poverty to Different Measures of Income: School-Aged Children and Families. The Measure of Poverty, Technical Paper XVII. ED 141 434
- Studies in Income Distribution. Estimation of Social Security Taxes on the March Current Population Survey. No. 4.

- ED 140 057
Studies in Income Distribution. Internal Rates of Return to Retired Worker-Only Beneficiaries under Social Security, 1967-70. No. 5.
- ED 140 058
Studies in Income Distribution. Projection of March Current Population Survey: Population Earnings, and Property Income, March 1972 to March 1976. No. 1.
- ED 140 056
- Income Transfer Programs**
Wealth and the Accounting Period in the Measurement of Means. The Measure of Poverty, Technical Paper VI.
ED 141 464
- Independent Reading**
Are Paperbacks Magic?
ED 140 324
Enhancing the Lives of Nursing Home Patients through Reading Activities.
ED 140 274
- Independent Study**
Autonomous Work by Pupils.
ED 141 358
Self-Paced Instruction in Biometry at the University of Texas School of Public Health.
ED 140 728
The Self-Teaching Process in Higher Education.
ED 140 735//
- Indexes (Locaters)**
1976 Annual Index to AIM/ARM (Abstracts of Instructional and Research Materials in Vocational and Technical Education). Volume 9, Numbers 1 through 6.
ED 140 018
Environmental Education: A Bibliography of Abstracts from RESOURCES IN EDUCATION (RIE), 1973-1975.
ED 141 177//
- India**
Comparative Study of Population Growth and Agricultural Change: C - Case Study of India. Asian Population Studies Series No. 23.
ED 141 075
- Individual Activities**
Physical Fitness: A Way of Life.
ED 141 287//
- Individual Characteristics**
Adolescent Peer Group Identifications and the Status Attainment Process.
ED 140 108
Characteristics of Low-Income Populations Under Alternative Poverty Definitions. The Measure of Poverty, Technical Paper VI.
ED 141 435
A Diagnostic/Prescriptive System to Aid in the Treatment of Behavioral Disorders.
ED 140 597
Physician Assistants: An Empirical Analysis of Their General Characteristics, Job Performance, and Job Satisfaction.
ED 140 078
A Study of Recipients of Federal Supplemental Benefits and Special Unemployment Assistance. Final Report.
ED 139 923
A Study of the Relationships of Selected Personal and Professional Characteristics to Change, Non-Change, and Value-Interest Orientations of Professional Adult Educators.
ED 140 006
- Individual Development**
Case Studies on Faculty Development.
ED 140 700
Communication and Growth Promoting Behavior.
ED 140 377
Transition from Childhood to Adulthood: A Longitudinal Study of Attitude Change over Four Years.
ED 140 002
- Individual Differences**
The Process of Accentuation in College Settings. Final Report. BN-BR-3-2083
ED 140 699
- Individualized Curriculum**
Resource Allocation and Time Utilization in IGE and Non-IGE Schools. Technical Paper No. 410.
ED 140 490
- SEARCH: An Individualized Social Education Curriculum.
ED 141 252
- Individualized Instruction**
Achievement and Intelligence: Individualized Instruction Reverses the Trend.
ED 141 379
Comprehensive System of Personnel Development and the Implementation of P. L. 94-142: Issues and Problems.
ED 140 556
DOGS--Designs for Organizing "Gobs" of Students.
ED 140 249
Effectiveness of the Instruction and Research Unit and Student Achievement in IGE Schools. Technical Report No. 385. Parts I and II.
ED 141 328
How Is IGE Doing in the Elementary Schools? A Three-Year Survey of IGE Principals.
ED 140 426
Logic and Simulation.
ED 140 843
Models for Individualizing Vocational-Technical Instruction.
ED 139 983
The Motor Domain and its Correlates in Educationally Handicapped Children.
ED 141 267//
Problems and Potentials of Individualized Instruction for Disadvantaged Students.
ED 140 864
Public Law 94-142. Education for All Handicapped Children Act of 1975--Individualized Education Programs: Content and Related Issues.
ED 140 557
Reading and Language, School Year 1975-1976.
ED 141 484
SEARCH: An Individualized Social Education Curriculum.
ED 141 252
Self-Paced Instruction in Biometry at the University of Texas School of Public Health.
ED 140 728
The Self-Teaching Process in Higher Education.
ED 140 735//
You Can Go Home Again: A College Methods Teacher Returns to the Secondary Classroom.
ED 140 328
- Individualized Programs**
Individually Prescribed Program of Instruction for Pupils Who Are Orthopedically Handicapped.
ED 140 558
Self Concept Development for High Risk Students in the Community College.
ED 140 878
- Individualized Reading**
Diagnosis, Prescriptions, Management Systems and the Director's Role.
ED 140 219
- Individually Guided Education**
Achievement and Intelligence: Individualized Instruction Reverses the Trend.
ED 141 379
Continuation of the Dissemination/Implementation of Individually Guided Education 1974-1975. Technical Report No. 402.
ED 140 847
DOGS--Designs for Organizing "Gobs" of Students.
ED 140 249
Effectiveness of the Instruction and Research Unit and Student Achievement in IGE Schools. Technical Report No. 385. Parts I and II.
ED 141 328
Resource Allocation and Time Utilization in IGE and Non-IGE Schools. Technical Paper No. 410.
ED 140 490
- Individual Needs**
Outreach: University's Concern for Communities Around It.
ED 140 072
- Individual Psychology**
Domain Specificity in Tolerance for Ambiguity.
ED 140 139
Mathematical Representations of Development Theories.
ED 140 184
- Indochinese**
Vietnamese Proverbs Compared with Other Sources in Investigating National Characteristics for Pedagogical Purposes.
ED 140 668
- Induced Course Load Matrix**
Using an Induced Course Load Matrix.
ED 140 708
- Industrial Arts**
Crossroads '76. Addresses and Proceedings of the National and International Annual Conference of the American Arts Association (38th, 5th, Des Moines, Iowa, April 19-23, 1976).
ED 140 011
Metals. Industrial Arts. Performance Objectives, Junior High School.
ED 139 973
Woods. Industrial Arts. Performance Objectives, Junior High School.
ED 139 978
- Industrial Arts Teachers**
Crossroads '76. Addresses and Proceedings of the National and International Annual Conference of the American Arts Association (38th, 5th, Des Moines, Iowa, April 19-23, 1976).
ED 140 011
Pennsylvania Competency-Based Teacher Education. Competencies: Industrial Arts Education.
ED 140 071
- Industrial Relations**
Equity and Collective Bargaining in Education.
ED 140 387
- Industry**
American Industries. Junior Hi. Pre-Vocational. Power and Transportation.
ED 139 967
American Industries. Performance Objectives. Volume 2.
ED 139 968
American Industries. Performance Objectives. Volume 1.
ED 139 976
Private Industry Employment of Scientists and Engineers in 1975 Shows a 5-Year Decline. Science Resources Studies Highlights, May 25, 1977.
ED 141 122
Science and the Challenges Ahead. Report of the National Science Board.
ED 141 121
- Inequalities**
Conference on the Trend in Income Inequality in the U.S. Part I, Trends in Inequality of Well-Offness in the United States since World War II. Part 2, Conference Overview: Conceptual Issues, Data Issues, and Policy Implications
ED 141 457
- Infant Behavior**
Differences in Brazelton Scale Performance Between Puerto Rican and North American White and Black Newborns.
ED 140 984
The Effects of High Risk Factors on Neonatal Behavior as Measured by the Brazelton Scale.
ED 140 972
The Effects of Responsive Stimulation in Early Infancy.
ED 140 951
Psychological Development of the Infant: Reciprocal Interactions Among Caretaker, Infant, and Environment.
ED 140 964
- Infant Competence**
Multivariate Model of Infant Competence.
ED 140 946
- Infants**
Color Evoked Potentials in Adults and Infants.
ED 140 970
The Development of Social Interchange Patterns from 12-42 Months: Cross-Sectional and Short-Term Longitudinal Analyses.
ED 140 933
Effects of a Mother-Infant Program on Positive Feelings of New Mothers: A Pilot Investigation.
ED 140 949
The Effects of Responsive Stimulation in Early Infancy.
ED 140 951

282 Subject Index

- Feeding the Preschool Child: Documents Issued by PAQ Ad Hoc Working Group Meetings (1969-1975). ED 140 968
- Multivariate Model of Infant Competence. ED 140 946
- Psychological Development of the Infant: Reciprocal Interactions Among Caretaker, Infant, and Environment. ED 140 964
- The Social Context of Mother-Infant Relations: A Study of Home Based Education. ED 140 986
- Informal Assessment**
- Observational Techniques for Use by Special Educators in Assessing Students with Learning Disabilities. ED 140 590
- Informal Reading Inventory**
- Performance by Prospective Teachers with Different Preparation in Diagnosis of Oral Reading by a Linguistically Different Student. ED 140 250
- Information Centers**
- National Foundation for Educational Research in England and Wales. Information Services. ED 140 820
- Northeast Academic Science Information Center (NASIC). Final Report. ED 140 850
- Information Dissemination**
- Americans for Indian Opportunity (AIO) Annual Report, 1975. ED 141 024
- Community College Career Counseling and Computer Use. Sabbatical Report, Spring 1976. ED 140 136
- Continuation of the Dissemination/Implementation of Individually Guided Education 1974-1975. Technical Report No. 402. ED 140 847
- Dissemination and Resources Group. Program Plan FY 1978. ED 140 001
- The Educational Psychologist as Architect. ED 141 227
- The Effectiveness of Three Media in Disseminating Basic Information to Low Income Families. ED 141 004
- The Importance of the Graphic Approach to Research in Higher Education. ED 140 694
- National Foundation for Educational Research in England and Wales. Information Services. ED 140 820
- Newsroom Democracy: The Case for Independence of the Press. Monograph Series, No. 2. ED 140 341
- Questions Persist About Federal Support for Development of Curriculum Materials and Behavior Modification Techniques Used in Local Schools. A Report. ED 140 386
- School Media of 1987 Game. ED 140 314
- A Synthesis of the Final Reports and Evaluations of the ATS-6 Satellite Experiments in Health, Education and Telecommunications. ED 140 783
- Information Needs**
- Applicability of the SIGI Occupational Data Base to NTID's Curriculum Research and Career Counseling Needs. ED 140 016
- The Design and Application of Information Systems in Higher Education. ED 140 692
- Utilization of Military-Developed Curriculum Materials in Civilian Vocational Programs: A School Survey. ED 140 093
- Information Networks**
- Index of Military Curriculum Materials Related to Civilian Vocational Programs. ED 140 095
- Military Curriculum Materials Identification, Selection, and Acquisition Strategies and Procedures. ED 140 094
- Military Curriculum Materials Utilization in Vocational Education. Final Report. ED 140 014
- National Foundation for Educational Research in England and Wales. Information Services. ED 140 820
- On-Line Shared Cataloging in NELINET Libraries: Report of a Survey. ED 140 773
- Review of Existing Information Systems and Networks: Applicability to the Design of the SYSTEM. (A Staff Working Paper.) ED 140 092
- A System to Provide Military Curriculum Materials to Civilian Vocational and Technical Educators. ED 140 096
- Utilization of Military-Developed Curriculum Materials in Civilian Vocational Programs: A School Survey. ED 140 093
- Information Processing**
- Management of Data Elements in Information Processing. Proceedings of a Symposium (2nd, Gaithersburg, Maryland, October 23-24, 1975). ED 140 817
- Information Retrieval**
- Availability and Accessibility of Information in the Semantic Memory of Retarded and Nonretarded Adolescents. ED 140 547
- Computer Information Search and Retrieval: A Guide for the Music Educator. ED 140 846
- A Continuation of the Demonstration of Computerized Occupational Information Dissemination in Four Urban Community Colleges. ED 140 149
- The Effect of Document Ranking on Retrieval System Performance: A Search for an Optimal Ranking Rule. ED 140 860
- Environmental Education: A Bibliography of Abstracts from RESOURCES IN EDUCATION (RIE), 1973-1975. ED 141 177//
- Selected Search Subroutines for Searching the ERIC Data Base with the Lockheed Dialog Information Retrieval Service. ED 140 870
- Information Science**
- The Integration of Information Science into the Library School Curriculum at the University of Western Ontario. ED 140 796
- Integration of Information Science in UCLA's Two-Year Program. ED 140 851
- National Commission on Libraries and Information Science. Annual Report to the President and Congress. 1975-1976. ED 140 799
- Information Services**
- Computer-Assisted Guidance in New York City High Schools: A Demonstration of Feasibility and Impact on Students. ED 140 150
- National Foundation for Educational Research in England and Wales. Information Services. ED 140 820
- Personnel in Education and Training: A Survey of the Potential Market for Educational Information Services. ED 140 807
- Information Sources**
- Career Bibliography. A Guide to Free and Inexpensive Occupational Information. ED 140 065
- Computer Information Search and Retrieval: A Guide for the Music Educator. ED 140 846
- Institutional Research: Resources and Suggestions. ED 140 880
- Information Storage**
- Inventory of Federal Data Bases Related to the Measurement of Poverty. The Measure of Poverty, Technical Paper IX. ED 141 429
- Information Systems**
- A Computerized Special Collections Inventory System at the Wayne State University Libraries. ED 140 859
- The Design and Application of Information Systems in Higher Education. ED 140 692
- EUDISED Project: Present State and Development Prospects. ED 140 827
- Index of Military Curriculum Materials Related to Civilian Vocational Programs. ED 140 095
- Military Curriculum Materials Identification, Selection, and Acquisition Strategies and Procedures. ED 140 094
- Military Curriculum Materials Utilization in Vocational Education. Final Report. ED 140 014
- Review of Existing Information Systems and Networks: Applicability to the Design of the SYSTEM. (A Staff Working Paper.) ED 140 092
- A System to Provide Military Curriculum Materials to Civilian Vocational and Technical Educators. ED 140 096
- Utilization of Military-Developed Curriculum Materials in Civilian Vocational Programs: A School Survey. ED 140 093
- Information Utilization**
- Dissemination and Resources Group. Program Plan FY 1978. ED 140 001
- The Effect of Using Different Levels of Research Purpose Information to Comply with Ethical Guidelines in Classroom Research. ED 141 199
- Injuries**
- First Aid in Emergency Care. ED 141 333//
- In Kind Income**
- In-Kind Income and the Measurement of Poverty. The Measure of Poverty, Technical Paper VII. ED 141 427
- Inner City**
- The Child Centered Reading Program; Evaluation Period September, 1975 to June 1976. ED 141 478
- Innovation**
- Academic Departments: Problems, Variations, and Alternatives. ED 140 751//
- On Becoming A Change Agent. ED 140 212
- The Educational Psychologist as Architect. ED 141 227
- Political Innovation and Institution-Building: The Experience of Decentralization Experiments. ED 141 443
- Input Output Analysis**
- Input-Output Analysis in Public Education. ED 140 425//
- Inquiry Training**
- Competency Area: Instructional Strategies. ED 141 355
- Inservice Education**
- Annual National Vocational Education Personnel Development Seminar. (8th, Madison, Wisconsin, October 28-31, 1974). In-Service Vocational Education Personnel Development for the 1980's. Leadership Training Series No. 43. ED 140 082
- The Elementary School Principal. An In-Basket Simulation Exercise. ED 140 483//
- Help for ESL Learners. ED 140 653
- Implementing Career Education. Concept and Process. ED 140 088
- Maximizing the Effectiveness of Leadership Inservice Education: An Operational Model. ED 140 481
- The School Board Trustee. An In-Basket Simulation Exercise. ED 140 486//
- The Secondary School Division Chairman. An In-Basket Simulation Exercise. ED 140 485//

Inservice Programs

Annual National Vocational Education Personnel Development Seminar. (8th, Madison, Wisconsin, October 28-31, 1974). In-Service Vocational Education Personnel Development for the 1980's. Leadership Training Series No. 43.

ED 140 082

Developing and Conducting In-Service Programs. Coordinator's Guide.

ED 140 191

Developing and Conducting In-Service Programs.

ED 140 192

Establishing a Career Resource Center.

ED 140 198

Maximizing the Effectiveness of Leadership In-Service Education: An Operational Model.

ED 140 481

Professional Development Plan, Lansing Community College, 1976-1977.

ED 140 923

Provisions for Inservice Education of Higher Education Faculty, 1972-73. NEA Research Memo 1976-4.

ED 140 724

Simulation of an Infant Daycare Setting: Implementation and Evaluation.

ED 140 937

Inservice Teacher Education

Career Education. Administrators and Counselors Implementation Model. Module III-Teacher Information and Orientation for Administrators. (3.1) Identify Change Strategy.

ED 140 042

Career Education--The State of the Art of In-Service Training.

ED 140 588

A Case Study of the Implementation of an Integrated Language-Experience Approach in an Elementary School.

ED 140 308//

Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii. Phase IV. Final Report.

ED 140 039

Evaluation and Audit of Career and Vocational Teacher Education Centers. Final Report. 1972-1973 School Year.

ED 140 081

Graduate Credit Contract Course as a Flexible Model for Inservice Design.

ED 141 309

Harrison County Teacher Education Center Needs Assessment Survey: A Second Look.

ED 141 310

How Can Teacher In-Service Be Made Effective in a Rural State?

ED 140 573

Idea Book for Supervisors of Student Teachers.

ED 141 318

Implementing Energy Education in Florida's High Schools: A Two-Week Credit Institute for Teachers in South Florida. Final Report, Volume I.

ED 141 217

Mainstreaming as an Approach to Special Education Services: Organization and Training.

ED 140 519

Montana English Teacher Preparation and Needs, 1973 State-Wide Survey. Interim Report.

ED 140 299

Procedures and Standards for Maryland State Department of Education Evaluation of Planned Programs of Inservice Experiences Developed and Implemented by Local Agencies Leading to the Advanced Professional Certificate.

ED 141 366

The Psychologist As a Change-Agent in Providing In-Service Training to Staff Members Serving School-Aged Severely Retarded.

ED 140 571

A Study of Needs for Further Learning as Seen by Teachers of Secondary School Mathematics.

ED 141 353

A Study of Needs for Possible Inservice Education Programs as Expressed by Secondary English Teachers and as Perceived by Their Administrators.

ED 140 351

A Teacher's Guide to Metrics. A Series of In-Service Booklets Designed for Adult Educators.

ED 139 904

Vocational and Career Education for the Handicapped: Training the Classroom Teacher. Project T.H.O.R.

ED 140 579

Workshop in Providing Equal Career Opportunities.

ED 140 061

Institutes (Training Programs)

Proposal of a Working Idea for a National Academy for Leadership Development in Post-secondary Education.

ED 140 703

Training the Trainers to Train for Interlibrary Cooperation and Networking. Final Report.

ED 140 801

Institutional Administration

The Design and Application of Information Systems in Higher Education.

ED 140 692

Handbook of Institutional Advancement. A Practical Guide to College and University Relations, Fund Raising, Alumni Relations, Government Relations, Publications, and Executive Management for Continued Advancement.

ED 140 749//

Institutional Analysis and Planning in Higher Education.

ED 140 693

Translating Goals into Measurable Objectives: Research Studies and Practical Procedures.

ED 140 688

Institutional Advancement

Handbook of Institutional Advancement. A Practical Guide to College and University Relations, Fund Raising, Alumni Relations, Government Relations, Publications, and Executive Management for Continued Advancement.

ED 140 749//

Institutional Autonomy

In the Shadow: Reflections of a State College President.

ED 140 740//

Understanding and Influencing the State Role in Postsecondary Education. Management Report 77/7.

ED 140 896

Institutional Environment

The Process of Acculturation in College Settings. Final Report. BN-BR-3-2083

ED 140 699

Institutional Objectives

Translating Goals into Measurable Objectives: Research Studies and Practical Procedures.

ED 140 688

Institutional Renewal

Renewing Liberal Arts Colleges. Identifying, Planning, Implementing, and Assessing Institutional Renewal. Report of the Project on the Assessment of Institutional Renewal.

ED 140 712

Institutional Research

Institutional Research in Georgia Junior Colleges.

ED 140 913

Institutional Research: Resources and Suggestions.

ED 140 880

A Modified Delphi Technique for Obtaining Consensus on Institutional Research Priorities. Research Brief.

ED 140 912

Institutional Role

Alternative Patterns for Strengthening Community Service Programs in Institutions of Higher Education. A Study of the Residual Effects of Federal Developmental Funding through Title I, HEA, 1965

ED 140 760

Design for Change. Higher Education in the Service of Developing Countries. A Handbook for Planners.

ED 140 771

Development Planning in Southeast Asia: Role of the University.

ED 140 681

Evaluation Report of ECE, ESEA Title I, and EDY, 1975-76.

ED 141 460

Implementing the School Based Teacher Educator Program in Teacher Centers.

ED 141 293

Instruction

Current Use of Computers in the Teaching of Statistics.

ED 141 109

The Effects of Diagnostic Testing as an Organizing Feedback Mechanism on the Achievement of First Year College Biology Students.

ED 141 082

Handbook for Teachers. Science Education Programme for Africa.

ED 141 074

Inner City Parents Attended Mathematics Classes - Why?

ED 141 123

Laboratory Mathematics. Booklet I - Teacher's Management Guide.

ED 141 167

Mathematics 7-8 Handbook, 1976 Reprint.

ED 141 115

Piaget Applied: Suggestions for Inaction.

ED 141 111

Piagetian Principles Used in a High School Chemistry Class.

ED 141 079

Relating Field Independence and a Discovery Approach to Learning Mathematics: A Trait-treatment Interaction Study.

ED 141 077

Relationships Between Selected Teacher Behaviors and Attitudes/Achievements of Algebra Classes.

ED 141 118

Survey of Classroom Activities for Science: A Questionnaire for Evaluation and Description of Science Teaching in the Elementary School.

ED 141 093

The Vegetable Bowl. Research Monograph No. 13.

ED 141 134

Instructional Aids

Census Data: Geographic Significance and Classroom Utility. NCGE Pacesetters in Geography Series. No. 2.

ED 141 190

Instructional Audit

Professional Development and Course Improvement Through the Use of the Instructional Audit.

ED 141 368

Instructional Design

Computer-Based Adaptive Instructional Strategies for the Improvement of Performance and Reduction of Time.

ED 140 782

Computer Managed Instruction at Remote Sites by Satellite: Phase I, A Feasibility Study.

ED 140 791

Implementing Career Education. Concept and Process.

ED 140 088

Inquiry in Development: Efficiency and Effectiveness of Algorithmic Representations in a Laboratory Situation.

ED 140 789

Instructional Curriculum Mapping.

ED 141 264

Models for Individualizing Vocational-Technical Instruction.

ED 139 983

An Overview of Chanute Lessons.

ED 140 776

Politics and Diffusion Strategies for Instructional Development in Higher Education.

ED 140 816

Simulation in Maintenance Training: Now That I've Thrown Out the Bath Water, Where is the Dear Baby?

ED 140 781

Specifying Instructional Objectives: A Learning Package.

ED 141 271

Teacher Self-Help Project, 1975-76 School Year.

ED 141 489

Instructional Films

A Contemporary Outlook on the Use of Media in the Classroom.

ED 140 863

Instructional Improvement

Personalizing Professional Development: An Overview of Five Instructional Audits.

ED 141 367

Teaching Students.

ED 140 750//

Instructional Innovation

Cognitive Development and Instructional Theory. ED 140 989

Composition in the Open-Door College. ED 140 888

The Imaginative Uses of Closed Circuit Television in the Training of Staff and Managers. Case Studies Collected and Edited for the Association for Programmed Learning and Educational Technology. ED 140 785

Report on Teaching: Analysis of Some of the Most Notable Improvements in American Undergraduate Teaching. No. 4. ED 140 758

Skin, Scale, Feather, and Fur. ED 141 486

Working Group on Information Exchange on Technical and Economic Studies Related to Educational Technology. Final Report. ED 140 784

Instructional Materials

The 4M compAny: Make Mine Metric Marvels. Third Grade Student Booklet. ED 141 101

The 4M compAny: Make Mine Metric Marvels. Third Grade Teacher's Guide. ED 141 102

The 4M compAny: Make Mine Metric Mice. First Grade Student Booklet. ED 141 097

The 4M compAny: Make Mine Metric Mice. First Grade Teacher's Guide. ED 141 098

The 4M compAny: Make Mine Metric Mission! Sixth Grade Student Booklet. ED 141 107

The 4M compAny: Make Mine Metric Mission! Sixth Grade Teacher's Guide. ED 141 108

The 4M compAny: Make Mine Metric Mob. Fourth Grade Student Booklet. ED 141 103

The 4M compAny: Make Mine Metric Mob. Fourth Grade Teacher's Guide. ED 141 104

The 4M compAny: Make Mine Metric Monkeys. Kindergarten Student Booklet. ED 141 095

The 4M compAny: Make Mine Metric Monkeys. Kindergarten Teacher's Guide. ED 141 096

The 4M compAny: Make Mine Metric Monsters. Second Grade Student Booklet. ED 141 099

The 4M compAny: Make Mine Metric Monsters. Second Grade Teacher's Guide. ED 141 100

The 4M compAny: Make Mine Metric Mystery. Fifth Grade Student Booklet. ED 141 105

The 4M compAny: Make Mine Metric Mystery. Fifth Grade Teacher's Guide. ED 141 106

Activities in Environmental Education. Environmental Studies Program. ED 141 116

Air and Life. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 223. [Project COAST]. ED 141 151

An Assessment of Lesson Review as a Formative Evaluation Tool. ED 140 775

Basic Interaction: An Experiment in Improving Its Quality and Quantity. ED 140 352

Cartel. Annotated Bibliography of Bilingual Bicultural Materials. Vol. III, No. 42. ED 140 677

Cartel: Annotations and Analyses of Bilingual Multicultural Materials. Winter 1976-77. Vol. IV, No. 2. ED 140 613

Caveat Emptor. ED 140 544

A Comparative Study of Clam and Squid. Biting Flies of the Coastal Region. Diatoms: Nature's Aquatic Gems. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 227, 231, 232. [Project COAST]. ED 141 154

Construction of a Model Solar Building. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 318. [Project COAST]. ED 141 164

Consumer-Oriented Laboratory Activities: A Manual for Secondary Science Students. ED 141 070//

Current Use of Computers in the Teaching of Statistics. ED 141 109

Curricular Materials for Secondary Learning Disabilities Programs. Title III: Curricular Development for Secondary Learning Disabilities. ED 140 569

Earth Science Supplement to the Syllabus, Part 1, Topics 1-4, Special Edition 1970. ED 141 137

Earth Science Supplement to the Syllabus, Part 2, Topics 5-8, 1970 Edition. 1974 Reprint. ED 141 138

Economic and Political Exploitation of Marine Resources. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 235. [Project COAST]. ED 141 157

An Educational Guide for Planning an Improved Human Environment. ED 141 081

The Elementary School Consultant. An In-Basket Simulation Exercise. ED 140 484//

The Elementary School Principal. An In-Basket Simulation Exercise. ED 140 483//

Energy for 1970-1990. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 315. [Project COAST]. ED 141 163

Energy in the Classroom, Vol. I, Activities Guide for K-3. ED 141 065//

Energy in the Classroom, Vol. II, Activities Guide for 4-7. ED 141 066//

Energy in the Classroom, Vol. III, Activities Guide for 8-12. ED 141 067//

Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs. ED 141 185

Explorations in Creativity. ED 141 397

Fostering Positive Attitudes Toward the Handicapped: A Selected Bibliography of Multimedia Materials. ED 140 515

Games for the Science Classroom. An Annotated Bibliography. ED 141 071

Helping Leaders Help Youth. An Evaluation Report of a Program for Illinois Volunteer 4-H Leaders, 1973-75. ED 141 000

Index of Military Curriculum Materials Related to Civilian Vocational Programs. ED 140 095

Instructional Materials: A Bibliography for Their Selection, Evaluation and Use. ED 140 516

Laboratory Mathematics. Booklet 7 - Project Overview and Evaluation. ED 141 173

Laboratory Mathematics. Booklet 8 - Math Lab Activities. ED 141 174

Laboratory Mathematics. Curriculum Booklet II - Whole Numbers. ED 141 168

Laboratory Mathematics. Curriculum Booklet III - Fractions. ED 141 169

Laboratory Mathematics. Curriculum Booklet IV - Decimals. ED 141 170

Laboratory Mathematics. Curriculum Booklet V - Percent. ED 141 171

Laboratory Mathematics. Curriculum Booklet 6 - Number Theory. ED 141 172

Language Arts Activities to Supplement COAST Learning Experiences. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 5. [Project COAST]. ED 141 140

Learning to Think in a Math Lab. ED 141 112

Marine and Environmental Studies Field Manual. ED 141 175

Marshes: Nature's Bounty. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 230. [Project COAST]. ED 141 155

Measuring Dissolved Oxygen Quantitatively. Collecting and Cultivating Marine Bacteria. To Recognize, Record, and Analyze Characteristics of a Sandy Beach Environment. Quantitative and Qualitative Analysis of Phosphate in Water. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 307, 309, 310, 313. [Project COAST]. ED 141 160

Microfossils from the Local Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 219. [Project COAST]. ED 141 150

Military Curriculum Materials Identification, Selection, and Acquisition Strategies and Procedures. ED 140 094

Military Curriculum Materials Utilization in Vocational Education. Final Report. ED 140 014

Modifying Regular Vocational Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1976. ED 141 541

The Moon, the Sun, and Tides. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 214. [Project COAST]. ED 141 148

The Muskrat. The Not-So-Common Oyster. The Horseshoe Crab. The Blue Crab. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 108, 109, 111, 201. [Project COAST]. ED 141 143

Novel Experiments in Physics II. A Selection of Laboratory Notes Now Used in Colleges and Universities. ED 141 166//

Observing Starfish-The Water Vascular System. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 224. [Project COAST]. ED 141 152

The Ocean: Source of Nutrition for the Future. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 305. [Project COAST]. ED 141 159

Pesticides and the Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 237. [Project COAST]. ED 141 158

Population Education Activities for the Classroom. ED 141 178

Programs for Fundamentals of Chemistry. ED 141 139

The "RA" Expeditions: The Archaeological and Anthropological Background. The "RA" Expeditions: The Coriolis Effect. The "RA" Expeditions: The Papyrus Reed. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 211, 212, 213. [Project COAST]. ED 141 147

A Retrospective Analysis of the Development of Program Criteria. ED 140 477

A Retrospective Analysis of the Development of a Project Monitoring System. ED 140 478

Review of Existing Information Systems and Networks: Applicability to the Design of the SYSTEM. (A Staff Working Paper.) ED 140 092

The Rocky Shore. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 225. [Project COAST]. ED 141 153

Salinity Changes in a Tidal River. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 308. [Project COAST]. ED 141 161

The School Board Trustee. An In-Basket Simulation Exercise. ED 140 486//

Sea Floor Spreading. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 302. [Project COAST]. ED 141 156

Sea World Curriculum Guide. Program Theme: Adaptations K-3. ED 141 083

Sea World Curriculum Guide. Program Theme: Adaptations 4-8. ED 141 084

Sea World Curriculum Guide. Program Theme: Behavior K-3. ED 141 085

Sea World Curriculum Guide. Program Theme: Behavior 4-8. ED 141 086

The Secondary School Division Chairman. An In-Basket Simulation Exercise. ED 140 485//

Ships and Seaways. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 105. [Project COAST]. ED 141 142

Ships Through the Ages. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 110. [Project COAST]. ED 141 144

Simulation Game: Superport. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 311. [Project COAST]. ED 141 162

Spoken Fante for Non-Fante Beginners. ED 140 608

Spoken Twi For Non-Twi Beginners. ED 140 609

A System to Provide Military Curriculum Materials to Civilian Vocational and Technical Educators. ED 140 096

Thermal Pollution by Nuclear Power Plants. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 320. [Project COAST]. ED 141 165

Using the Mini-Calculator to Teach Mathematics. ED 141 126

Utilization of Estuarine Organisms by the Indians. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 210. [Project COAST]. ED 141 146

Utilization of Military-Developed Curriculum Materials in Civilian Vocational Programs: A School Survey. ED 140 093

Valuing Exercises for the Environmental Education Classroom. ED 141 094

The Vegetable Bowl. [Student Booklet]. ED 141 132

The Vegetable Bowl. Teacher's Guide. ED 141 133

Water for Fun. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 104. [Project COAST]. ED 141 141

What Is Physical Oceanography? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 217. [Project COAST]. ED 141 149

Where Have All the Menhaden Gone? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 209. [Project COAST]. ED 141 145

Instructional Materials Centers

A Classification Scheme for Textbook Collections in Teaching Materials Centers. ED 140 813

A Cost-Benefit Model for the Instructional Development Services. ED 140 856

Learning Resources Center: Increasing Parent Competence. ED 140 942

Instructional Media

An Application of Multidimensional Scaling in the Collection on Qualitative Information for Decision Making. ED 140 790

Computer in the Kitchen—or—Being Served by Technology. ED 140 284

Formative Research in Educational Media. ED 140 792

The Origins of Formative Evaluation Techniques for Film and Television: A Historical Analysis. ED 140 787

Reading and TV; Proceedings of the Spring 1972 Rutgers University Reading Conference. ED 140 258

Survey of Faculty Awareness and Use of Alternative Teaching Strategies and Media Materials. ED 140 891

Two Methods of Teaching Communication Skills to Graduate Level Students in Counseling and Guidance. ED 140 337//

Working Group on Information Exchange on Technical and Economic Studies Related to Educational Technology. Final Report. ED 140 784

Instructional Programs

Academic Library Instruction in the Southwest. ED 140 778

Elementary-Secondary Guide for Oregon Schools. Part II: Suggestions. ED 140 441

The Evaluation of Instructional Programs. ERS Annotated Bibliography. ED 140 457//

"Loose Coupling" and the School Administrator; Some Recent Research Findings. ED 140 436

Program Enrollment: 1972-1976. Research Report 77-02. ED 140 890

Instructional Systems

Media Competency. ED 140 812

Understanding the Media. ED 140 811

Integrated Curriculum

The Integration of Information Science into the Library School Curriculum at the University of Western Ontario. ED 140 796

Integration of Information Science in UCLA's Two-Year Program. ED 140 851

Integration Litigation

Desegregation Dilemma and Its Impact on the Quality of Life for Black Americans - Year 2000. ED 141 450

Meeting the Courts' Research Needs. ED 141 440

The School Busing Controversy: 1970-75. ED 140 420//

Integration Studies

Level and Remedy in School Desegregation Research. ED 141 472

Intellectual Development

Piaget Applied: Suggestions for Inaction. ED 141 111

Intellectual Disciplines

Degree Output in the South, Distribution by Sex 1974-75. ED 140 765

Program Enrollment: 1972-1976. Research Report 77-02. ED 140 890

Program Vitality Report as of Fall 1976. ED 140 915

Intelligence Differences

Goodenough-Harris Test Estimates of Intellectual Maturity of Youths 12-17 Years: Demographic and Socioeconomic Factors. ED 141 417

Intelligence Tests

The Abuses of Standardized Testing. Fastback Series No. 92. ED 141 399

Differentiating MR and LD Groups by WISC-R Profile Analysis. ED 140 154

The Relationship of Selected Aspects of Reading Comprehension and Cognitive Tasks: Classification Abilities at the Concrete Operations Stage. ED 140 242//

Intensive Language Courses

The Effect of a Language Versus a Dialogue Emphasis in Beginning Spanish Instruction and a Comparison of Structured Versus Unstructured Follow-Up. Final Report. ED 140 612

Interaction

Communication and Growth Promoting Behavior. ED 140 377

Less Eye Contact When Closer? Depends Upon Your Partner's Sex. ED 140 185

Interaction Process Analysis

Age and Socio-Economic Status in Children's Behaviors in Competitive and Cooperative Working Conditions. ED 140 975

The Analysis of Discourse as Evaluation of Productive Thinking. ED 141 113

The Assertion of Power: Ideals, Perceptions, and Styles. ED 140 130

The Behavior of Supervisors Assessed by Student Teachers. Research Bulletin No. 37. ED 141 346

Bronx Community College: National Project II Associate. Final Report for the Fund for the Improvement of Postsecondary Education. ED 141 470

The Development of Social Interchange Patterns from 12-42 Months: Cross-Sectional and Short-Term Longitudinal Analyses. ED 140 933

The Effects of Competition and Social Reinforcement Upon Perceptual Motor Performance. ED 141 332

The Image of the Candidates: A Communication Analysis of the Ford/Carter Debates I, II, and III. ED 140 359

Interpersonal Attraction in a Seven-Person Mixed-Motive Game: Nobody Likes a Loser. ED 140 161

Psychological Development of the Infant: Reciprocal Interactions Among Caretaker, Infant, and Environment. ED 140 964

Role-Making Processes and University Administration. Final Report. ED 140 725

Sequential Analysis of Visual and Verbal Behavior During Dyadic Conversation. ED 140 141

Transmission and Compliance with Expectations in a Simulated Supervisor-Worker Interaction. ED 140 137

Interagency Coordination

Coordination: A Conceptual Model and Practical Consideration. ED 140 460

Dysfunctional Elements in the ESEA Title I Structure. ED 140 499

Intercommunication

Intercultural Communicator Resources. ED 140 622

Mass Communication in Malaysia: An Annotated Bibliography. ED 140 347//

Intercultural Communication

A Multicultural Perspective of Human Communication. ED 140 629

Intercultural Programs

Intercultural Communicator Resources. ED 140 622

Intercultural Programs

Intercultural Communicator Resources. ED 140 622

Interdisciplinary Approach

A Contemporary Course in the Humanities for Community College Students. [Core Curriculum] ED 140 892

A Contemporary Course in the Humanities for Community College Students. [Optional Sequences] ED 140 893

Energy in the Classroom, Vol. III, Activities Guide for 8-12. ED 141 067//

Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs. ED 141 185

The Humanities Strand of Project Search. The Humanities Series. ED 141 225

Integrated Humanities in Florida Community Colleges. ED 140 908

- The Need for Manpower Specialists: A New Role for Social Workers. A Report of the National Workshop on Manpower Curriculum Development in Social Work (New York, New York, April 11-13, 1973). ED 141 229
- Teaching Social Studies Skills. ED 141 248
- Interest Tests**
Alternatives for Validating Interest Inventories against Group Membership Criteria. ED 141 391
- Interference (Language Learning)**
Error Analysis and Error Correction in Adult Learners of English as a Second Language. Working Papers on Bilingualism, No. 13. ED 140 663
- Spoken and Written Communication: Are Five Vowels Enough? ED 140 640
- Intergroup Relations**
The Case of the Disappearing Ethnic. ED 141 447
- Ethnocentric Speech: Its Nature and Implications. ED 140 378
- Interinstitutional Cooperation**
A Bicentennial Horizons Project: The "Mini"-Sabbatical Concept. ED 141 327
- Constructive Partnership: A University Perspective. The Report from the Special Committee on the Interface Study. ED 140 715
- Cooperation Among Unlike Institutions for Today's Learning Force. ED 140 780
- Graduate Credit Contract Course as a Flexible Model for Inservice Design. ED 141 309
- Guidelines for Transfer. Recommendations of the Joint Committee on College Transfer Students. ED 140 722
- Harrison County Teacher Education Center Needs Assessment Survey: A Second Look. ED 141 310
- The Relationship of Inservice Education to Program Improvement Within the Portland Consortium Training Complex. ED 141 354
- Interlibrary Loans**
Application of a Library Network Model: A Case Study of the Rolling Prairie Library System. ED 140 797
- Community College Library Cooperation: A Behavioral and Dynamic Model. ED 140 818
- Intellectual Grammar**
The Bilingual Lexicon and Linguistic Innovation. ED 140 630
- International Bank for Reconstruction and Development**
Methodology for the Evaluation of Education Attainments; A Project of the IBRD and IIEP. IIEP Seminar Paper 2. ED 141 377
- International Clearinghouse MD**
Twenty Years of Science and Mathematics Curriculum Development. The Tenth Report of the International Clearinghouse. ED 141 182
- International Education**
"My Mass is 20 kg": Aspects of Canadian and International Progress Toward an SI Way of Life. ED 141 068
- World Trends in Environmental Education. Educational Documentation and Information: Bulletin of the International Bureau of Education, No. 200, 3rd Quarter 1976. ED 141 179
- International Educational Exchange**
British Support for English Studies in Europe. ED 140 660//
- Educational Building: Policies and Co-operation. Programme on Educational Building 9. ED 140 439
- EUDISED Project: Present State and Development Prospects. ED 140 827
- Working Group on Information Exchange on Technical and Economic Studies Related to Educational Technology. Final Report. ED 140 784
- International Organizations**
British Support for English Studies in Europe. ED 140 660//
- Educational Building: Policies and Co-operation. Programme on Educational Building 9. ED 140 439
- Internal Migration. UNITAR News, Vol. 8, 1976. ED 141 176
- International Planned Parenthood Federation**
Family Planning in Five Continents: Africa, America, Asia, Europe, Oceania. December 1976 Update. ED 141 076
- International Programs**
Directory of Chairpersons of Country Resource Panels. ED 140 837
- International Studies**
Mass Media and Developing Nations: A Global Perspective of the Present State of Mass Communication and Its Research. ED 140 848
- Internship Programs**
Field Work and Internship: A Description and Guidelines. ED 140 105
- Integration Through an Internship—Special Education and General Education. ED 140 463
- Interpersonal Competence**
Evaluation of Human Relations Training Programs. Final Report for Period April 1975-October 1976. ED 140 865
- An Exploratory Investigation of the Relationships of Three Types of Communication Apprehension to Student Attitudes, Levels of Satisfaction, and Achievement. ED 140 361
- Improving Supervisors' Interpersonal Communication. ED 141 319
- Interpersonal Skill Development: The Experiential Training Unit (ETU) and Transfer of Training. ED 140 360
- Mother, I Can Do It Myself! A Humanistic View of Assessment and CBTE. ED 141 342
- Interpersonal Relationship**
Age and Socio-Economic Status in Children's Behaviors in Competitive and Cooperative Working Conditions. ED 140 975
- On Being Gifted: Student Perspectives. ED 140 559
- The Elementary School Consultant. An In-Basket Simulation Exercise. ED 140 484//
- The Elementary School Principal. An In-Basket Simulation Exercise. ED 140 483//
- The Impact of Semestering on Selected Secondary Schools in Ontario. Semestering in Secondary Schools. ED 140 488//
- Interpersonal Attraction in a Seven-Person Mixed-Motive Game: Nobody Likes a Loser. ED 140 161
- The School Board Trustee. An In-Basket Simulation Exercise. ED 140 486//
- The Secondary School Division Chairman. An In-Basket Simulation Exercise. ED 140 485//
- Interpreters Theater**
Interpreters Theatre: Theatre of the Word. ED 140 365
- Interpretive Reading**
Interpreters Theatre: Theatre of the Word. ED 140 365
- Telling Stories to Children. ED 140 365
- ED 140 293//
- Interstate Workers**
Migration and the Cost of Unemployment Insurance Protection for Agricultural Workers. Bulletin 760(Technical); NE-58 Research Bulletin, October 1973. ED 141 037
- Intervention**
Comprehensive Emergency Services: A System Designed to Care for Children in Crisis. Neglected and Abused by Their Family, Neglected and Abused by Their Community. ED 140 550
- Differential Outcomes of Early Childhood Education. ED 140 935
- Facilitating a Positive Interaction Between Parent and Infant in the Neonatal Intensive Care Unit. ED 140 971
- Interagency Outclient Service Delivery to Young Children and Their Families. ED 140 596
- Intervention Strategies for Populations at Risk: A Behavioral Approach to Prevention. ED 140 131
- Teaching Language to Autistic Children. ED 140 543
- Interviews**
The Interview as a Measuring Device in Education. ED 141 410
- Options in Education, Program No. 80, May 30, 1977. Learning from the Past: Oral History. Program Transcripts of a Weekly Series Broadcast by Member Stations of National Public Radio. ED 141 256
- Investment**
An Analysis of U.S. Foreign Direct Investment Policy and Economic Development. A.I.D. Discussion Paper No. 36. ED 141 226
- Iowa**
Rules for Teacher Education and Certification. ED 141 351
- Standards for Teacher Education Programs. ED 141 350
- Iran**
The Pahlavi National Library of the Future: A Summary of Its Origin, Its Planning, Its Objectives and Its Services. ED 140 803
- Irish**
Immersion Education in Ireland: A Critical Review of Macnamara's Findings. Reply to Dr. Cummins. Reply to the Reply. Working Papers on Bilingualism, No. 13. ED 140 666
- Ischemic Nerve Block**
Ischemic Nerve Block. ED 141 298
- Italian**
Games and Language Activities in the Italian High School Classroom. ED 140 654
- Italian Americans**
The Italian American Family: The Southern Italian Family's Process of Adjustment to an Urban America. ED 141 235
- Item Analysis**
An Attempt to Classify and Evaluate Distractors in Tests of Listening and Reading Comprehension. ED 140 645
- Differences Between Kuder-Richardson Formula 20 and Formula 21 Reliability Coefficients for Short Tests with Different Item Variabilities. ED 141 411
- The Use of Congruence between the Items in a Norm-referenced Test and the Content in Compensatory Education Curricula in the Evaluation of Achievement Gains. ED 141 395
- Item Sampling**
Using an Induced Course Load Matrix. ED 140 708

Ivory Coast

Les sous-prefectures de Sikensi et Dabakala, Cote-d'Ivoire. (The Regions of Sikensi and Dabakala, Ivory Coast.) Method of preparation de la carte scolaire: etudes de cas 9

ED 140 501

Japanese

Acquisition of Japanese Relative Clauses: A Case Study on a Two-Year-Old. Annual Reports, Vol. 1.

ED 140 610

Proceedings, First Australian Seminar on Japanese Language Teaching. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 17. Papers in Japanese Linguistics, 4.

ED 140 670

Japanese American Culture

A History of Japanese in Hawaii.

ED 141 197

Japanese Americans

A History of Japanese in Hawaii.

ED 141 197

A Model of Intercultural Communication: The Interaction of Japanese and Other Ethnic Groups in Hawaii.

ED 140 628

Japanese Culture

People of Japan: Building Bridges of Understanding.

ED 140 625

Job Analysis

The Educational Development Officer—A New Staff Development Concept in the Community College and Technical Institute.

ED 140 017

The Factorial Measurement of Master's Level Clinical Functions in Mental Health Agencies.

ED 140 168

Job Enrichment

Wages and Other Rewards, What People Want or Get from Their Jobs, and How Education Makes a Difference (or Does It). Three Papers.

ED 140 037

Job Placement

Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume I, Summary Volume.

ED 140 114

Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume II, Technical Volume.

ED 140 115

Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume III, Case Study Reports.

ED 140 116

Career Counseling and Placement. Columbia City School System, Columbia, Mississippi. Final Report.

ED 139 922

Conducting Follow-Up and Follow-Through Programs. Planning Pre-Employment Programs, Module 4.

ED 140 211

Conducting Job Development Programs. Planning Pre-Employment Programs, Module 2.

ED 140 209

Focus: Secondary Speech Education.

ED 140 379

Guide to Library Placement Sources.

ED 140 840

Industry-Education Collaborative Efforts in Youth Employment.

ED 139 918

Penetrating School Strata through Career Education. Final Report.

ED 139 989

Planning Pre-Employment Programs. Conducting Job Development Programs, Job Placement Programs, Follow-Up and Follow-Through Programs. Coordinator's Guide.

ED 140 207

Planning Pre-Employment Programs. Module 1.

ED 140 208

Project Elderly. Interim and Final Reports.

ED 140 176

Job Satisfaction

Physician Assistants: An Empirical Analysis of Their General Characteristics, Job Performance, and Job Satisfaction.

ED 140 078

A Study of the Effects of an Altered Work-week.

ED 140 500

Teachers and Collective Bargaining.

ED 140 411

Wages and Other Rewards, What People Want or Get from Their Jobs, and How Education Makes a Difference (or Does It). Three Papers.

ED 140 037

Job Search Methods

Conducting Follow-Up and Follow-Through Programs. Planning Pre-Employment Programs, Module 4.

ED 140 211

Conducting Job Development Programs. Planning Pre-Employment Programs, Module 2.

ED 140 209

Conducting Job Placement Programs. Planning Pre-Employment Programs, Module 3.

ED 140 210

Planning Pre-Employment Programs. Conducting Job Development Programs, Job Placement Programs, Follow-Up and Follow-Through Programs. Coordinator's Guide.

ED 140 207

Planning Pre-Employment Programs. Module 1.

ED 140 208

Job Skills

Competencies of the Educational Administrator: A Study of the Competencies of the Principals of Normal Schools in Turkey.

ED 140 461

Fundamentals of Child Care Occupations. Performance Objectives. Criterion Measures. Home Economics.

ED 139 970

Guidebook for the Development of Army Training Literature. Combat Training Techniques.

ED 140 099

Nursing Education in High Blood Pressure Control. Report of the Task Force on the Role of Nursing in High Blood Pressure Control.

ED 140 036

Job Tenure

Statutory Requirements of Teacher Contract Laws: A Comparison of the 50 States' Continuing Contract and Teacher Tenure Laws.

ED 140 384

World View and Educational Change: A Study of Time in a Small School District.

ED 141 035

Job Training

Short-Term Adult Re-Training for Unemployed/Underemployed Persons (Start-Up).

ED 140 170

Vanguards in Training: Jan 1976.

ED 140 172

Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings.

ED 139 915

WIN in 1976. The Work Incentive Program. Seventh Annual Report to the Congress on Employment and Training Under Title IV of the Social Security Act. July 1, 1975-June 30, 1976.

ED 139 988

Johnson O Malley Act

Johnson-O'Malley Annual Report, Fiscal Year 1972.

ED 141 049

Journalism

Journalism Abstracts: M.A., M.S., Ph.D. Theses in Journalism and Mass Communication. Vol. 14.

ED 140 333

Newsroom Democracy: The Case for Independence of the Press. Monograph Series, No. 2.

ED 140 341

Observations on the Mass Media.

ED 140 296//

Professional Journalism Skills.

ED 140 298

Junior College Libraries

Community College Library Cooperation: A Behavioral and Dynamic Model.

ED 140 818

Junior Colleges

About Community College Community Education and Community Services. A "Brief" Highlighting Important Literature since 1965

about Community Education and Community Services in the Community College.

ED 140 927

About Community College Finance. A "Brief" Highlighting Important Literature since 1973 about Finance in the Community College.

ED 140 928

The Accounting Curriculum as Part of Education for Business in the Community College.

ED 140 914

An Analysis of the Student Evaluation Form at Oakland Community College.

ED 140 877

Assessing Student Academic and Social Progress.

ED 140 900

Career Education Curriculum Development in the Community College. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. II, No. 7.

ED 140 917

College Transfer Students: Who Are They? What Happens to Them? What Are Their Unique Needs?

ED 140 884

Collegiate Enrollments in American 2-Year Institutions, 1975-76: Statistics, Interpretations, and Trends. ACT Special Report Eighteen.

ED 140 901

Collegiate Enrollments in American 2-Year Institutions, 1976-77: Statistics, Interpretations, and Trends. ACT Special Report Twenty.

ED 140 902

Composition in the Open-Door College.

ED 140 888

A Contemporary Course in the Humanities for Community College Students. [Core Curriculum]

ED 140 892

A Contemporary Course in the Humanities for Community College Students. [Optional Sequences]

ED 140 893

Course Withdrawal, Data Summary—Fall 1976. Tex-SIS FOLLOW-UP: Postsecondary Student Follow-up Management Information System. Monograph 2.

ED 140 905

Developing Learning Objectives for a Model Course to Prepare Adults for the Assessment of Prior, Non-Sponsored Learning by Portfolio Evaluation.

ED 140 887

The Development of a Mini-Course in Teaching Gesture Drawing.

ED 140 918

The Effect of Employment on the Grades of Students in Associate Degree Programs at Forsyth Technical Institute.

ED 140 911

Experiential Learning in the Community College. Topical Paper No. 63.

ED 140 909

Financing Community Services Instruction.

ED 140 882

Flexible Calendar Pilot Program 1976-77.

ED 140 897

Formal Participation and Control in Community Colleges.

ED 140 898

Four Case Studies: Working Partnerships Between Community Colleges and Community Schools. Community Colleges, Community Education Monograph #1.

ED 140 874

Higher Education Enrollments: Community Colleges, Fall, 1976. Report No. 77-11A.

ED 140 885

Illinois Community College Board Management Information Systems Manual. Eighth Edition.

ED 140 895

From Impasse to "Lockout": Community College of Beaver County, September 1976. Special Report #30.

ED 140 907

Individual Conferences Versus Typed Comments Without Conferences on Graded Freshman English Composition Papers: The El Camino Experiment and the Compton Experiment.

ED 140 910

Institutional Research in Georgia Junior Colleges.

ED 140 913

Institutional Research: Resources and Suggestions.

ED 140 880

- Integrated Humanities in Florida Community Colleges. ED 140 908
- JCCC Graduate Trends 1971-1976 (Characteristics and Impressions). ED 140 886
- Measuring Student Preference at Oxnard Community College for Psychology Courses and Psychology Oriented Fields. ED 140 881
- Models in Bilingual-Bicultural Education: the Community College of Philadelphia Experience. ED 141 461
- A Modified Delphi Technique for Obtaining Consensus on Institutional Research Priorities. Research Brief. ED 140 912
- Montgomery College Student Follow-up Study: First-Time Students, Fall 1972. ED 140 921
- Non-Returning Special Students: A Follow-up Study. ED 140 926
- Performance on the Fall 1976 L.A.C.C. Guidance Examination. Research Study #77-7. ED 140 919
- Predicting Grade Point Average, Withdrawal and Graduation from Four Allied Health Programs at Miami-Dade Community College Medical Center Campus. ED 140 925
- Problems and Prospects of Introducing Latin American Studies into the Community and Junior College Curriculum. ED 140 924
- The Problem With the Placement Study. ED 140 916
- Professional Development Plan, Lansing Community College, 1976-1977. ED 140 923
- Program Enrollment: 1972-1976. Research Report 77-02. ED 140 890
- Program Vitality Report as of Fall 1976. ED 140 915
- Public Community Colleges in Alaska: A Report of Public Hearings. ED 140 872
- Results of the Student Skills Assessment Surveys. ED 140 883
- Rural Community Colleges: A Pennsylvania Case Study. ED 140 875
- Scope of Collective Bargaining in Pennsylvania Community Colleges. ED 140 889
- Self Concept Development for High Risk Students in the Community College. ED 140 878
- Some Characteristics of Students Who Withdrew from L.A.C.C. Spring 1976, Spring 1975, Spring 1974, and Spring 1973. Research Study #77-9. ED 140 876
- A Statewide Follow-up Study of Fall 1973 Transfer Students from Illinois Public Community Colleges (Phase III Progress Report). Volume II, Number 11. ED 140 894
- Student Residence Location, College Service Areas, and Socio Economic Census Data of the San Jose Community College District. A Demographic Profile Based Upon the 1975 Special Census. ED 140 903
- Student's Educational Intent, Data Summary--Fall 1976. Tex-SIS FOLLOW-UP; Postsecondary Student Follow-up Management Information System. Monograph 1. ED 140 904
- A Study of the Impact of Cancelling Classes. ED 140 920
- A Study to Determine the Impact of the State of Florida's New Collective Bargaining Guidelines on the Personnel Policies and Procedures of Eight Community Colleges in Florida. ED 140 899
- Survey of Non-Returning Non-Vocational Students. ED 140 906
- Tentative Ten-Year Enrollment Projections, Fiscal Years 1978-1987. (A Supplement to the FY 1978 Capital and Operating Budgets of Montgomery Community College) ED 140 922

University System of Georgia Annual Report for Fiscal Year July 1, 1975 - June 30, 1976. ED 140 759

Junior College Students

About the Students. A "Brief" Highlighting Important Literature since 1973 on Student Characteristics and the Development of Programs to Meet Student Needs. ED 140 929

Student's Educational Intent, Data Summary--Fall 1976. Tex-SIS FOLLOW-UP; Postsecondary Student Follow-up Management Information System. Monograph 1. ED 140 904

Junior High Schools

So You Want to Team Teach in a Junior High School. ED 141 348

Teacher Training and Tutorial Program in Reading; Evaluation Period, School Year 1975-1976. ED 141 490

Junior High School Students

1975-76 Youth Conferences on Older Americans. A Report to the President of the United States for Older Americans Month. ED 140 171

Drug Abuse Prevention: The Awareness, Experience, and Opinions of Junior and Senior High School Students in New York State. Report No. 2 of Winter 1974/75 Survey. ED 140 174

So You Want to Team Teach in a Junior High School. ED 141 348

Justice

Attribution of Fault to Rape Victims. ED 140 106

Can Quality Coexist with Equality in a Just Community? ED 140 768

Juvenile Courts

Diverting Youthful Offenders Through Law Enforcement-Social Service Collaboration. ED 140 182

Kansas

Guide for Implementing Career Education in Kansas Schools. ED 140 059

Kansas City Public Schools KS

Decision Criteria and Policy for School Consolidation. Final Report. MRI Project RA-115-D(1). ED 140 466

Keller Plan

Self-Paced Instruction in Biometry at the University of Texas School of Public Health. ED 140 728

Kentucky

Origin of Kentucky College and University Enrollments, 1976. ED 140 716

Transfer of Decision Making and Farm Tasks from Father to Son in Father-and-Son Farming Arrangements. RS-51, August 1976. ED 141 023

Kindergarten

The Junior Kindergarten Study. ED 140 938//

Little Rock Public Schools Early Childhood Survey. ED 140 957

Kindergarten Children

Bilingual Education through Music. ED 141 473

Social Control and the Process of Schooling: A Study of Socialization of Kindergarten Children in Two Settings. ED 140 932

Kinesiology

Human Movement: An Integrated Approach. ED 141 336//

Kinesiology Carnival: A New Teaching Technique. ED 141 269

Manual of Structural Kinesiology. Eighth Edition. ED 141 334//

Kinesthetic Perception

Kinesiology Workbook and Laboratory Manual. ED 141 275//

The New Physical Education for Elementary School Children. ED 141 282//

Kleuterschools

Dutch Preschool Education: A Right and Not a Privilege. ED 140 974

Knowledge Level

Incorporating New Information Into One's Existing World Knowledge. ED 141 370

An Investigation of Expertise: Implications for Adult Educators. ED 139 993

Self-Assessment Instrument for Twenty School Based Teacher Educator Competencies. ED 141 292

Survey of Faculty Awareness and Use of Alternative Teaching Strategies and Media Materials. ED 140 891

Knox County Schools TN

Evaluation of the Knox County (Tennessee) Extended School Year Program: A Team Effort. ED 140 474

Kohlberg (Lawrence)

Kohlberg's Structuralism: A Critical Appraisal. Monograph Series/15. ED 140 482//

Moral Development: An Annotated Bibliography. ED 140 981

Korean Culture

Koreans: Building Bridges of Understanding. ED 140 623

Kuder Richardson Formula 20

Differences Between Kuder-Richardson Formula 20 and Formula 21 Reliability Coefficients for Short Tests with Different Item Variabilities. ED 141 411

Kuder Richardson Formula 21

Differences Between Kuder-Richardson Formula 20 and Formula 21 Reliability Coefficients for Short Tests with Different Item Variabilities. ED 141 411

Kutchin

A Sketch of Kutchin Phonology. Working Papers in Linguistics, Vol. 7, No. 3, May-June, 1975. ED 140 605

Labeling (of Persons)

Gender Identity as Seen in Drawings of Father Absent 5 to 7 Year Old Black Children. ED 141 463

Interpersonal Attraction in a Seven-Person Mixed-Motive Game: Nobody Likes a Loser. ED 140 161

Labor

Working in America, Part I. Materials for Using American Issues Forum in the American History Classroom, Topic V. ED 141 220

Laboratory Manuals

Consumer-Oriented Laboratory Activities: A Manual for Secondary Science Students. ED 141 070//

Laboratory Procedures

Learning to Think in a Math Lab. ED 141 112

Novel Experiments in Physics II. A Selection of Laboratory Notes Now Used in Colleges and Universities. ED 141 166//

Labor Demands

Wages and Other Rewards, What People Want or Get from Their Jobs, and How Education Makes a Difference (or Does It). Three Papers. ED 140 037

Labor Economics

Research & Information on Employment & Training. Proceedings of a Symposium (Hershey Convention Center, Hershey, Pennsylvania, October 14-15, 1976).
ED 140 026

Labor Force

New Labor Force Projections to 1990. Special Labor Force Report 197.
ED 140 020

A Study of the Effects of an Altered Workweek.
ED 140 500

Labor Legislation

Old Age, Handicapped and Vietnam-Era Antidiscrimination Legislation. Labor Relations and Public Policy Series No. 14.
ED 140 429//

Scope of Collective Bargaining in Pennsylvania Community Colleges.
ED 140 889

Labor Problems

Working in America, Part II. Materials for Using American Issues Forum in the American History Classroom, Topic V.
ED 141 221

Labor Standards

National Apprenticeship and Training Standards for Glaziers and Glassworkers. Revised.
ED 139 920

Labor Unions

Queuing for Union Jobs and the Social Return to Schooling. Institute for Research on Poverty Discussion Papers. Report 360-76.
ED 139 905

Working in America, Part II. Materials for Using American Issues Forum in the American History Classroom, Topic V.
ED 141 221

Land Grant Universities

Academic Tenure in American Higher Education.
ED 140 737//

An Analysis of Factors which Led to the Dominance of Scholarship as Compared with Teaching and Outreach Activities in Land Grant Institutions.
ED 139 996

An Approach to Evaluation of Rural Development Act Title V Programs. Northeast Regional Center for Rural Development Publication 11, February 1976.
ED 141 058

Enrollment at State Universities and Land-Grant Colleges Fall, 1976.
ED 140 704

Landscaping

Park Planning Handbook. Fundamentals of Physical Planning for Parks and Recreation Areas.
ED 141 279//

Land Use

Park Planning Handbook. Fundamentals of Physical Planning for Parks and Recreation Areas.
ED 141 279//

Language

A Multicultural Perspective of Human Communication.
ED 140 629

Proceedings of the Texas Conference on Performatives, Presuppositions and Implicatures.
ED 140 617

Language Arts

Developing a Language Curriculum in Afghanistan.
ED 140 232

The Effects of a General Semantics Language Arts Program on Self Concepts of Third Grade Children.
ED 140 309//

Language Arts Activities to Supplement COAST Learning Experiences. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 5. [Project COAST].
ED 141 140

Language Arts Curriculum Guide, Performance Expectations, K-12.
ED 140 329

Materials for English Education: Surveying the Territory.
ED 140 312

Ships and Seaways. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 105. [Project COAST].
ED 141 142

Students' Perceptions of Teachers' Abilities to Provide Certain Facilitative Conditions and Their Relationship to Language Arts Achievement Gains.
ED 140 295//

Teaching the Patterns of Life, Unit One: Consumer Education; Language Arts Program for Low Achievers, Grade 7. Revised Edition.
ED 140 315

Values in the English Classroom.
ED 140 316

Water for Fun. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 104. [Project COAST].
ED 141 141

Language Attitudes

EFL in Belgian Elementary Schools. Some Remarks in the Light of a Flemish Experiment.
ED 140 641

"How" You Say Is What You Are: A Study of Adolescent Language Valuation.
ED 140 326

Language Development

Acquisition of Japanese Relative Clauses: A Case Study on a Two-Year-Old. Annual Reports, Vol. 1.
ED 140 610

Children's Language Structure. Working Papers of the Language Behavior Research Laboratory, No. 15.
ED 140 679

Composition at the Middle Level of Elementary School. School Research Newsletter.
ED 140 611

Developmental Aspects of English Segment Duration.
ED 140 634

Egocentrism in the Language of Six to Seven-Year-Old Mexican Children.
ED 140 676

Field Dependence-Independence and Performance with the Passive Transformation.
ED 140 985

Intellectual Skills and Language.
ED 140 931

An Investigation of the Precision of Metaphorical Language Interpretation of Students in Grades Four through Seven.
ED 140 294//

Language and Reading Comprehension. Linguistics and Reading Series: 2. Papers in Applied Linguistics. CAL-ERIC/CLL Series on Languages and Linguistics, No. 52.
ED 140 614

Language Change in Childhood and in History. Working Papers of the Language Behavior Research Laboratory, No. 41.
ED 140 671

Language Development for the Classroom and Remedial Reading. Proceedings of the Fall 1972 Rutgers University Reading Conference.
ED 140 260

Language Training for Trainable Mentally Retarded Children: TTPA, Peabody, and Distar Techniques.
ED 140 527

Linguistic Development as a Limiting Factor in Learning to Read.
ED 140 652

Oral Language Comprehension of Children in Grades One through Six.
ED 140 290//

Phonological Factors in Vocabulary Acquisition: A Case Study of a Two-Year-Old, English-French Bilingual. Working Papers in Bilingualism, No. 13.
ED 140 662

Research on Spoken Language in the Primary School; A Report to the Scottish Education Department.
ED 140 348

Stress and Deep Structure: A Measure of Language Acquisition, Grades K-6.
ED 140 657

What's Wrong with Complex Sentences? Children's Judgments of Unacceptable Elements.
ED 140 655

Where Is "Under?" The Development from Pragmatic to Semantic Meaning.
ED 140 666

Language Dominance

The Relationships among Three Measures of Bilingualism and Their Relationship to Achievement Test Scores.
ED 140 632

Language Experience Approach

A Case Study of the Implementation of an Integrated Language-Experience Approach in an Elementary School.
ED 140 308//

Language Fluency

Development of a Test Instrument to Determine Language Dominance of Primary Students: Test of Language Dominance (TOLD).
ED 141 393

Language Handicapped

DHEW Research, Service, and Training Programs in Hearing, Speech, and Language: A Summary of Areas of Interest, Funding Mechanisms, Review Processes, and Information Sources.
ED 140 564

Language Instruction

An Attempt to Classify and Evaluate Distractors in Tests of Listening and Reading Comprehension.
ED 140 645

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 1.
ED 140 626

Content in English Language Materials in the Philippines: A Case Study of Cultural and Linguistic Emancipation.
ED 140 644

Developing a Language Curriculum in Afghanistan.
ED 140 232

The Effect of a Language Versus a Dialogue Emphasis in Beginning Spanish Instruction and a Comparison of Structured Versus Unstructured Follow-Up. Final Report.
ED 140 612

EFL in Belgian Elementary Schools. Some Remarks in the Light of a Flemish Experiment.
ED 140 641

English Language Teaching Profile: Austria. Literature Annex.
ED 140 648

English Language Teaching Profile: Morocco.
ED 140 649

ERIC Documents on Foreign Language Teaching and Linguistics: List No. 17. CAL-ERIC/CLL Series on Languages and Linguistics, No. 54.
ED 140 616

Games and Language Activities in the Italian High School Classroom.
ED 140 654

Listening Fluency Before Speaking: An Alternative Paradigm.
ED 140 651

Multilingual Education.
ED 140 638

Proceedings, First Australian Seminar on Japanese Language Teaching. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 17. Papers in Japanese Linguistics, 4.
ED 140 670

Spoken Fante for Non-Fante Beginners
ED 140 608

Spoken Twi for Non-Twi Beginners.
ED 140 609

Strategies for Person-Centered Language Learning.
ED 140 674//

A Survey of Applied Linguistics.
ED 140 678//

Symposium on Modern Languages in Primary Education (Copenhagen, September 20-25, 1976).
ED 140 659

Why Speak If You Don't Need to? The Case for a Listening Approach to Beginning Foreign Language Learning.
ED 140 675

Language of Instruction

Immersion Education in Ireland: A Critical Review of Macnamara's Findings. Reply to Dr. Cummins. Reply to the Reply. Working Papers on Bilingualism, No. 13.
ED 140 666

290 Subject Index

Teaching Numeric Concepts to Spanish-Speaking Second Graders: English or Spanish Instruction?
ED 140 636

Language Patterns

Black Stylization and Implications for Child Welfare. Final Report.
ED 141 423

A Comparison of Certain Structural Characteristics of Language Selections Representing Both Oral and Written Thought and Purpose.
ED 140 301//

The Effect upon Comprehension of Mathematics Material Repatterned on the Basis of Oral Language.
ED 140 275

Stress and Deep Structure: A Measure of Language Acquisition, Grades K-6.
ED 140 657

Language Planning

Creole Languages and Educational Development. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 13.
ED 140 607

EFL in Belgian Elementary Schools. Some Remarks in the Light of a Flemish Experiment.
ED 140 641

Models of Communication in Multilingual States.
ED 140 631

Language Processing

Linguistic Development as a Limiting Factor in Learning to Read.
ED 140 652

Language Proficiency

Construction of a Bilingual Attitude Rating Scale.
ED 140 633

Group Testing of Listening Comprehension and Oral Proficiency.
ED 140 650

The Validity of Various Techniques Measuring Children's Bilingualism. Working Papers on Bilingualism, No. 13.
ED 140 665

Language Programs

Bilingual-Bicultural Program at C.S. 77, 1975-76.
ED 141 477

Language Training for Trainable Mentally Retarded Children: ITPA, Peabody, and Distar Techniques.
ED 140 527

Teaching Language to Autistic Children.
ED 140 543

Language Research

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 1.
ED 140 626

Composition at the Middle Level of Elementary School. School Research Newsletter.
ED 140 611

Context, Text, Message and Forms of Discourse.
ED 140 283

Developmental Aspects of English Segment Duration.
ED 140 634

Developmental Aspects of the Ability to Understand Semantic Ambiguity.
ED 140 637

Ethnocentric Speech: Its Nature and Implications.
ED 140 378

Field Dependence-Independence and Performance with the Passive Transformation.
ED 140 985

"How" You Say Is What You Are: A Study of Adolescent Language Valuation.
ED 140 326

Oral English Language Assessment of First Grade Children in Bilingual Bicultural Education: Emphasis on Phonology and Syntax.
ED 140 285//

Oral Language Comprehension of Children in Grades One through Six.
ED 140 290//

Research on Spoken Language in the Primary School: A Report to the Scottish Education Department.
ED 140 348

A Sketch of Kutchin Phonology. Working Papers in Linguistics, Vol. 7, No. 3, May-June, 1975.
ED 140 605

The Velar Nasal in Rapid Cuban Spanish.
ED 140 642

Verbal Fluency and the Language-Bound Effect.
ED 140 346

Where Is "Under?" The Development from Pragmatic to Semantic Meaning.
ED 140 272

Language Role

English Language Teaching Profile: Morocco.
ED 140 649

Language Change in Childhood and in History. Working Papers of the Language Behavior Research Laboratory, No. 41.
ED 140 671

Language Skills

Basic Interaction: An Experiment in Improving Its Quality and Quantity.
ED 140 352

Food Services. Reading and Language Activities.
ED 140 064

Handicapped Children Component: Remedial Services, Non-Public Schools. School Year 1974-75.
ED 141 442

Reading and Language, School Year 1975-1976.
ED 141 484

Results of the Student Skills Assessment Surveys.
ED 140 883

Some Observations on Cloze Tests. Language Centre News, No. 1.
ED 140 602

Language Styles

"How" You Say Is What You Are: A Study of Adolescent Language Valuation.
ED 140 326

Language Teachers

English Language Teaching Profile: Morocco.
ED 140 649

Language Tests

An Attempt to Classify and Evaluate Distractors in Tests of Listening and Reading Comprehension.
ED 140 645

Development of a Test Instrument to Determine Language Dominance of Primary Students: Test of Language Dominance (TOLD).
ED 141 393

Group Testing of Listening Comprehension and Oral Proficiency.
ED 140 650

The Relationships among Three Measures of Bilingualism and Their Relationship to Achievement Test Scores.
ED 140 632

Some Observations on Cloze Tests. Language Centre News, No. 1.
ED 140 602

Language Usage

Effecting Bidialectal Shift in Speakers on Non-standard English through a Sequenced Curriculum.
ED 140 311//

An Ethnographic Analysis of the Language Use Patterns of Bilingually Schooled Children. Working Papers on Bilingualism, No. 13.
ED 140 664

Proceedings of the Texas Conference on Performatives, Presuppositions and Implications.
ED 140 617

Regional and General Speech Patterns of Factory Workers.
ED 140 627

The Relationships among Three Measures of Bilingualism and Their Relationship to Achievement Test Scores.
ED 140 632

The Validity of Various Techniques Measuring Children's Bilingualism. Working Papers on Bilingualism, No. 13.
ED 140 665

What's Wrong with Complex Sentences? Children's Judgments of Unacceptable Elements.
ED 140 655

Language Variation

Content in English Language Materials in the Philippines: A Case Study of Cultural and Linguistic Emancipation.
ED 140 644

Creole Languages and Educational Development. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 13.
ED 140 607

Ethnocentric Speech: Its Nature and Implications.
ED 140 378

"How" You Say Is What You Are: A Study of Adolescent Language Valuation.
ED 140 326

Language Change in Childhood and in History. Working Papers of the Language Behavior Research Laboratory, No. 41.
ED 140 671

Papers on Language and Context. Working Papers of the Language Behavior Research Laboratory, No. 46.
ED 140 672

Latin America

Nonformal Education and Social Change in Latin America. UCLA Latin American Studies, Volume 35.
ED 141 204

Latin American Culture

Brazil: Intercultural Experiential Learning Aid.
ED 140 624

Latin America: Intercultural Experiential Learning Aid.
ED 140 620

Problems and Prospects of Introducing Latin American Studies into the Community and Junior College Curriculum.
ED 140 924

Law Enforcement

Diverting Youthful Offenders Through Law Enforcement-Social Service Collaboration.
ED 140 182

Felony Investigation Decision Model: An Analysis of Investigative Elements of Information.
ED 140 155

Law Enforcement Careers. Performance Objectives. Intermediate Course.
ED 139 954

Law Enforcement Careers. Performance Objectives. Basic Course.
ED 139 955

Laws

The Buckley Amendment.
ED 140 380

Legal Literature Survey: A Bibliography for a Workshop on Unraveling Government and Legal Documents.
ED 140 819

Lawyers

The Preparation of Human Service Professionals.
ED 140 746//

Results of YLS Survey on Specialization/Licensing.
ED 141 240

Leadership

The Competency-Based Preparation of Administrators at Teachers College, Columbia University.
ED 140 462

Identification of Leadership and Pictures of the Power Structure.
ED 141 040

Leadership in the Arts: A Testing of Assumptions.
ED 141 258

Role-Making Processes and University Administration. Final Report.
ED 140 725

Three Curricular Conflicts.
ED 140 702

Leadership Training

Evaluation of Human Relations Training Programs. Final Report for Period April 1975-October 1976.
ED 140 865

Leadership Training for Policy Advisory Committees. Conducting Business Meetings Effectively.
ED 141 359

- Maximizing the Effectiveness of Leadership In-service Education: An Operational Model. ED 140 481
- Proposal of a Working Idea for a National Academy for Leadership Development in Post-secondary Education. ED 140 703
- Learning**
- The Conceptual and Methodological Development of S(L)EA. ED 139 994
- Cultural Factors in Learning and Education. ED 140 606
- The Effects of Presentation Variables Upon Clustering and Recall Performance in the Elderly. ED 140 119
- The Effects of Reverse Instructional Sequencing and Elicited Verbalization on Learning a Problem Solving Algorithm. ED 140 961
- LORS. Learning Oriented Reality Structure...Or How to Keep Your Sanity and Have Fun Besides in All Those Crazy Meetings! ED 140 104
- Learning Activities**
- Activities in Environmental Education. Environmental Studies Program. ED 141 116
- Alcohol Education: Curriculum Guide for Grades 7-12. ED 140 180
- Career Development/Vocational Offerings. Final Report. ED 140 076
- Creating Documentary Theatre as Educational Process. ED 140 373
- Decision Making in the School: A Participatory Model. ED 141 203
- Demonstration of Activities Designed to Promote Cognitive Growth. ED 140 585
- Developing Learning Modules for Child Development Associate Training: A Guide. ED 140 969
- The Effects of Cooperative Learning Environments on Conformity in School-Age Children. ED 140 979
- EXPLORE. Leader's Guide. Career Education Activities for Middle School Teachers. ED 140 029
- Food Services. Reading and Language Activities. ED 140 064
- Futures Information Interchange Newsletter; Vol. 3, No. 2, December 1976 [And] Vol. 4, No. 1, April 1977. ED 141 246
- Games and Language Activities in the Italian High School Classroom. ED 140 654
- A Handbook for Teachers of Three, Four, and Five Year Old Migrant Children. ED 141 001
- Intellectual Skills and Language. ED 140 931
- K-9 Traffic Safety Resource Curriculum. Level A. Professional Guide. ED 140 084
- K-9 Traffic Safety Resource Curriculum. Level C. Professional Guide. ED 140 085
- K-9 Traffic Safety Resource Curriculum. Level B. Professional Guide. ED 140 086
- K-9 Traffic Safety Resource Curriculum. Level D. Professional Guide. ED 140 087
- Mathematics 7-8 Handbook, 1976 Reprint. ED 141 115
- "Model" Units for the Gifted. [A Compilation of Units for Gifted Students Based on Four Theoretical Models.] ED 140 601
- Population Education Activities for the Classroom. ED 141 178
- A Process Approach to Public Speaking: The Use of Exercises and Games. ED 140 372
- Strategies for Person-Centered Language Learning. ED 140 674//
- A Teacher's Guide to Metrics. A Series of In-Service Booklets Designed for Adult Educators. ED 139 904
- Teaching Social Studies Skills. ED 141 248
- Learning Characteristics**
- Aspects of Second Language Learning in Classroom Settings. Working Papers on Bilingualism, No. 13. ED 140 661
- Learning Difficulties**
- Delinquency Prevention Center Program. ED 140 578
- Early Identification Program. ED 141 479
- Student Assessment Service: A Model for Assessment of Learning and Behavior Problems in the High School. ED 140 157
- Learning Disabilities**
- Caveat Emptor. ED 140 544
- Curricular Materials for Secondary Learning Disabilities Programs. Title III: Curricular Development for Secondary Learning Disabilities. ED 140 569
- Differentiating MR and LD Groups by WISC-R Profile Analysis. ED 140 154
- Effect of a Combined Celeration - Error Analysis: Procedure on Oral Reading Performance. ED 140 570
- The Effects of Directionality and Complexity on Learning Disabled and Normal Subjects' Learning Sentence Sequence, Comprehending Sentences and Recognizing Sentence Relationships. ED 140 220//
- The Generalization of Skills and Drills vs. Corrective Feedback Instruction to the Independent Reading Performance of Intermediate Aged Learning Disabled Boys. ED 140 218//
- Handicapped Children Component: Remedial Services, Non-Public Schools. School Year 1974-75. ED 141 442
- An Interdisciplinary Journal of Specific Language Disability. Volume 25. ED 140 241
- Learning Disabilities: Theory, Assessment and Remediation. A Bibliography. ED 140 521
- Observational Techniques for Use by Special Educators in Assessing Students with Learning Disabilities. ED 140 590
- Training Parents of Learning Disabled Children in Facilitative Communication Skills. ED 140 292//
- What Parents of the Learning Disabled Really Want to Get from Professionals. ED 140 542
- Learning Experience**
- Experiential Learning in the Community College. Topical Paper No. 63. ED 140 909
- Learning Derived by Visitors to the Ohio Historical Center. ED 139 998
- Toward a Generative Model of the Teaching-Learning Process. ED 141 308
- Learning Laboratories**
- Self Concept Development for High Risk Students in the Community College. ED 140 878
- Learning Modules**
- Career Education Module. ED 141 273
- Classroom Management and Module. ED 141 272
- Competency Area: Instructional Strategies. ED 141 355
- Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii. Phase IV. Final Report. ED 140 039
- Designing a Micro-Unit-Learning-Module. ED 141 274
- Developing Learning Modules for Child Development Associate Training: A Guide. ED 140 969
- Establishing a Career Resource Center. ED 140 198
- Home Economics. Sample Test Items. Levels I and II. ED 140 066
- Leadership Training for Policy Advisory Committees. Conducting Business Meetings Effectively. ED 141 359
- Materials for Using American Issues Forum in the American History Classroom. Topic VI: The Business of America. ED 141 219
- Objectives, Indicators of Attainment, and Assessment Criteria for Twenty School Based Teacher Educator Competencies. ED 141 291
- Resources for School Based Teacher Educators. ED 141 290
- Self-Assessment Instrument for Twenty School Based Teacher Educator Competencies. ED 141 292
- Specifying Instructional Objectives: A Learning Package. ED 141 271
- Television Receivership Skills: The New Social Literacy. ED 140 364
- Learning Motivation**
- Academic Performance Related to Achievement Motive and Locus of Control. ED 140 113
- Aspects of Second Language Learning in Classroom Settings. Working Papers on Bilingualism, No. 13. ED 140 661
- Learning Processes**
- Aspects of Second Language Learning in Classroom Settings. Working Papers on Bilingualism, No. 13. ED 140 661
- Assessment of Computer Assisted Instruction as a Tool for Advancing Adult Learning. ED 140 073
- Desirable Teaching Behaviors--Tasks and Task Planning. ED 141 361
- Drawing Inferences from a Passage of Texts. ED 140 280
- The Effectiveness of Four Methods of Presentation upon the Recall of Factual Information of Expository Material by Fifth Graders. ED 140 310//
- The Effects of Practice-Item Variety, Practice Strategy and Training Mode on Performance in a Rule-Finding Task. ED 140 350
- Incorporating New Information Into One's Existing World Knowledge. ED 141 370
- Interpersonal Skill Development: The Experiential Training Unit (ETU) and Transfer of Training. ED 140 360
- Investigation of the Effects of Training in the Use of Adjunct Aids on Comprehension When Reading Factual Materials, With Attention Given to Measuring Attitudes. ED 140 235//
- Mathemagenic Effects of Postadjunct Questions in Three Response Modes on the Learning of Factual Knowledge and Its Application. ED 140 237//
- Personalizing Professional Development: An Overview of Five Instructional Audits. ED 141 367
- Teaching, Learning, and Reading in the Middle Grade Content Areas. ED 140 213
- Using Multiple-Choice Questions as Review Aids in Prose Learning. ED 140 244
- Learning Readiness**
- Towards a Theory of Selected Knowledge Acquisition Patterns Among Black Children. ED 141 462
- Learning Specialists**
- The Educational Development Officer--A New Staff Development Concept in the Community College and Technical Institute. ED 140 017

Learning Theories

Aspects of Second Language Learning in Classroom Settings. Working Papers on Bilingualism, No. 13.

ED 140 661

Autonomous Work by Pupils.

ED 141 358

To Determine Whether Videotape Instruction is More Effective for Learning than the Traditional Didactic Approach.

ED 140 831

Incorporating New Information Into One's Existing World Knowledge.

ED 141 370

Toward a Generative Model of the Teaching-Learning Process.

ED 141 308

Leave of Absence

Paid Educational Leave. NIE Papers in Education and Work: Number Six.

ED 140 022

Sick Leave Gratuities and Resultant Liabilities.

ED 140 398//

Lecture

An Attempt at Parent Education Through a Lecture-Discussion Series.

ED 140 959

Competency Area: Instructional Strategies.

ED 141 355

Legal Education

Women's Participation in First-Professional Degree Programs in Medicine, Dentistry, Veterinary Medicine, and Law, 1969-70 through 1974-75.

ED 140 761

Legal Problems

Implementing the Amended FOI Act.

ED 140 303

Legal Issues in Teacher Preparation and Certification.

ED 141 265

A Legal Overview of the New Student as Educational Consumer, Citizen, and Bargainer.

ED 140 739//

NNC (National News Council) Appraises an Appraisal.

ED 140 318

Rights in Conflict; A Report on the Annual Conference of the National Coalition Against Censorship (2nd, New York City, February 16, 1977).

ED 140 370

"Sunshine" in Michigan.

ED 140 367

Legal Responsibility

APA (American Psychological Association) Task Force on Privacy and Confidentiality. Final Report.

ED 140 179

The Law on Student Teaching in the United States.

ED 140 416//

Legal Issues in Teacher Preparation and Certification.

ED 141 265

A Legal Overview of the New Student as Educational Consumer, Citizen, and Bargainer.

ED 140 739//

Legends

Kanien'Keha' Okara'Shon'A. Mohawk Stories.

ED 140 669

Lakota Oral Literature.

ED 141 014

Legislation

Due Process in Special Education: Resource Book.

ED 140 520

Final Report of the Research Project on: Students and Collective Bargaining.

ED 140 741//

Legal Literature Survey: A Bibliography for a Workshop on Unraveling Government and Legal Documents.

ED 140 819

Reform of the Professions in Quebec.

ED 140 713

Leisure Time

Leisure Services: The Organized Recreation and Park System. Fifth Edition.

ED 141 280//

The New Games Book. Play Hard, Play Fair, Nobody Hurt.

ED 140 836//

Le Monde

Newsroom Democracy: The Case for Independence of the Press. Monograph Series, No. 2.

ED 140 341

Lesson Observation Criteria

Professional Development and Course Improvement Through the Use of the Instructional Audit.

ED 141 368

Lesson Plans

Poder es Saber. Workshop: Developing a Bilingual Curriculum (New Mexico Highlands University, Las Vegas, New Mexico, June 1977).

ED 141 018

Project SEARCH Multi-Arts Curriculum: Lessons Plans for Fostering Exceptional Creative Potential Among Children with Handicaps (Working Draft).

ED 140 561

Lexicography

A Basque-English Dictionary: A Twentieth-Century Reality?

ED 140 646

Linguistics and Bilingual Dictionaries. Studies in Language Learning, Vol. I, No. 1, Fall 1975.

ED 140 603

Lexicology

Tahitian Words for Race and Class. Working Papers of the Language Behavior Research Laboratory, No. 40.

ED 140 680

Liberal Arts

Renewing Liberal Arts Colleges. Identifying, Planning, Implementing, and Assessing Institutional Renewal. Report of the Project on the Assessment of Institutional Renewal.

ED 140 712

Liberal Arts Majors

A Follow-Up Study of Liberal Arts Graduates from a Women's College.

ED 140 121

Librarians

Guide to Library Placement Sources.

ED 140 840

Libraries

Analysis of Requirements of On-Line Network Cataloging Services for Small, Academic, Public, School and Other Libraries: A Demonstration Project using the OCLC System. Final Report.

ED 140 861

A Computerized Special Collections Inventory System at the Wayne State University Libraries.

ED 140 859

A Directory of Library Systems in New York State.

ED 140 862

Guide to Specialized Subject Collections in Maryland Libraries.

ED 140 836

Library Acquisition

Fundamentals of the Slide Library.

ED 140 858

Integrating Library Acquisitions with the Curriculum.

ED 140 804

Library Administration

National Commission on Libraries and Information Science. Annual Report to the President and Congress. 1975-1976.

ED 140 799

Library Automation

SOLINET Annual report 1975-1976.

ED 140 828

Library Collections

An Analysis of the Community and Public Library of Pawtucket, Rhode Island.

ED 140 806

A Classification Scheme for Textbook Collections in Teaching Materials Centers.

ED 140 813

Guide to Specialized Subject Collections in Maryland Libraries.

ED 140 836

Library Cooperation

Analysis of Requirements of On-Line Network Cataloging Services for Small, Academic, Public, School and Other Libraries: A Demonstration Project using the OCLC System. Final Report.

ED 140 861

The Combined School/Public Library Concept: Will it Work?

ED 140 805

Community College Library Cooperation: A Behavioral and Dynamic Model.

ED 140 818

A Directory of Library Systems in New York State.

ED 140 862

Training the Trainers to Train for Interlibrary Cooperation and Networking. Final Report.

ED 140 801

Library Education

The Availability of Media in Library Schools.

ED 140 833

Correspondence and Home-Study Courses in Librarianship.

ED 140 838

Directory of Chairpersons of Country Resource Panels.

ED 140 837

National Commission on Libraries and Information Science. Annual Report to the President and Congress. 1975-1976.

ED 140 799

Notes on Professional Education for Librarianship in the United States.

ED 140 839

Library Expenditures

National Commission on Libraries and Information Science. Annual Report to the President and Congress. 1975-1976.

ED 140 799

Summary Cost Data from 300 Reports of Library Technical Processing Activities.

ED 140 871

Library Guides

Guide to Library Placement Sources.

ED 140 840

Guide to Specialized Subject Collections in Maryland Libraries.

ED 140 836

Library Instruction

Academic Library Instruction in the Southwest.

ED 140 778

Library Materials

Guide to Specialized Subject Collections in Maryland Libraries.

ED 140 836

Library Material Selection

The Availability of Media in Library Schools.

ED 140 833

Library Networks

Analysis of Requirements of On-Line Network Cataloging Services for Small, Academic, Public, School and Other Libraries: A Demonstration Project using the OCLC System. Final Report.

ED 140 861

Application of a Library Network Model: A Case Study of the Rolling Prairie Library System.

ED 140 797

Bell Laboratories Book Acquisition, Accounting and Cataloging System (BELLTIP).

ED 140 869

Development and Demonstration of a Statistical Data Base System for Library and Network Planning and Evaluation. Second Quarterly Report.

ED 140 866

Development and Demonstration of a Statistical Data Base for Library and Network Planning and Evaluation. Third Quarterly Report.

ED 140 867

A Directory of Library Systems in New York State.

ED 140 862

National Commission on Libraries and Information Science. Annual Report to the President and Congress. 1975-1976.

ED 140 799

SOLINET Annual report 1975-1976.

ED 140 828

- Training the Trainers to Train for Interlibrary Cooperation and Networking. Final Report. ED 140 801
- Library of Congress**
Annual Report of the Librarian of Congress. Fiscal Year Ending June 30, 1973. ED 140 824
Annual Report of the Librarian of Congress. Fiscal Year Ending June 30, 1972. ED 140 825
Report of the Advisory Group on Libraries to the Librarian of Congress. ED 140 829
- Library Planning**
College Library Program. A Proposal. ED 140 822
The Pahlavi National Library of the Future: A Summary of Its Origin, Its Planning, Its Objectives and Its Services. ED 140 803
Providing Location Information for Colorado Library Resources. ED 140 802
Report of the Advisory Group on Libraries to the Librarian of Congress. ED 140 829
- Library Programs**
An Analysis of the Community and Public Library of Pawtucket, Rhode Island. ED 140 806
College Library Program. A Proposal. ED 140 822
Development and Demonstration of a Statistical Data Base for Library and Network Planning and Evaluation. Third Quarterly Report. ED 140 867
The Integration of Information Science into the Library School Curriculum at the University of Western Ontario. ED 140 796
National Commission on Libraries and Information Science. Annual Report to the President and Congress. 1975-1976. ED 140 799
Notes on Professional Education for Librarianship in the United States. ED 140 839
- Library Research**
Community College Library Cooperation: A Behavioral and Dynamic Model. ED 140 818
- Library Role**
Report of the Advisory Group on Libraries to the Librarian of Congress. ED 140 829
- Library Schools**
The Availability of Media in Library Schools. ED 140 833
Correspondence and Home-Study Courses in Librarianship. ED 140 838
The Integration of Information Science into the Library School Curriculum at the University of Western Ontario. ED 140 796
Notes on Professional Education for Librarianship in the United States. ED 140 839
- Library Science**
The Integration of Information Science into the Library School Curriculum at the University of Western Ontario. ED 140 796
Notes on Professional Education for Librarianship in the United States. ED 140 839
- Library Services**
An Analysis of the Community and Public Library of Pawtucket, Rhode Island. ED 140 806
Annual Report of the General Library for the Period 1972-1976 University of California, Berkeley. ED 140 868
The Combined School/Public Library Concept: Will it Work? ED 140 805
- Library Surveys**
Academic Library Instruction in the Southwest. ED 140 778
Citation Survey of Education Literature. ED 140 832
- Library Technical Processes**
Analysis of the Data From a Technical Processing Cost Study. ED 140 795
Bell Laboratories Book Acquisition, Accounting and Cataloging System (BELLTIP). ED 140 869
Northeast Academic Science Information Center (NASIC). Final Report. ED 140 850
On-Line Shared Cataloging in NELINET Libraries: Report of a Survey. ED 140 773
Summary Cost Data from 300 Reports of Library Technical Processing Activities. ED 140 871
- Life Style**
The Career Pathways, Attitudes and Aspirations of Professional Women in Higher Education Institutions in West Berlin, Germany. A Replication of a Study Carried Out in Washington, D.C. by Gloria Freeman. ED 140 005
Desegregation Dilemma and Its Impact on the Quality of Life for Black Americans - Year 2000. ED 141 450
Engaged Couples' Reactions to a Marriage Contract. ED 140 159
- Lifetime Sports**
Physical Fitness: A Way of Life. ED 141 287//
- Linear Programing**
Input-Output Analysis in Public Education. ED 140 425//
- Linguistic Ambiguity**
Developmental Aspects of the Ability to Understand Semantic Ambiguity. ED 140 637
- Linguistic Borrowing**
The Bilingual Lexicon and Linguistic Innovation. ED 140 630
Creole Languages and Educational Development. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 13. ED 140 607
- Linguistic Competence**
Developmental Aspects of the Ability to Understand Semantic Ambiguity. ED 140 637
Linguistic Development as a Limiting Factor in Learning to Read. ED 140 652
- Linguistics**
A Bibliography of American Doctoral Dissertations in Linguistics: 1968-1974. CAL-ERIC/CLL Series on Languages and Linguistics, No. 53. ED 140 615
ERIC Documents on Foreign Language Teaching and Linguistics: List No. 17. CAL-ERIC/CLL Series on Languages and Linguistics, No. 54. ED 140 616
Language Development for the Classroom and Remedial Reading. Proceedings of the Fall 1972 Rutgers University Reading Conference. ED 140 260
- Linguistic Theory**
Proceedings of the Texas Conference on Performatives, Presuppositions and Implicatures. ED 140 617
Tahitian Words for Race and Class. Working Papers of the Language Behavior Research Laboratory, No. 40. ED 140 680
- Listening**
Why Speak If You Don't Need to? The Case for a Listening Approach to Beginning Foreign Language Learning. ED 140 675
- Listening Comprehension**
Cognitive Factors in Children's Listening and Reading Comprehension: Assessment and Facilitation. Final Report. ED 140 226
- Group Testing of Listening Comprehension and Oral Proficiency. ED 140 650
Listening Fluency Before Speaking: An Alternative Paradigm. ED 140 651
Oral Language Comprehension of Children in Grades One through Six. ED 140 290//
A Study of the Effects of Teacher Oral Reading of Children's Literature on the Listening and Reading Achievement of Grade Four Students. ED 140 246//
- Listening Skills**
Improving Supervisors' Interpersonal Communication. ED 141 319
LISTENING: A Curriculum Guide for Teachers of Visually Impaired Students. ED 140 532
Listening Fluency Before Speaking: An Alternative Paradigm. ED 140 651
- Literacy**
The Illiteracy Concept: Defining the Critical Level. ED 140 282
A Study of the Literacy Level of Atlanta Public High School 11th and 12th Grade Students. ED 140 251//
- Literary Analysis**
Applying a Schema for Studying the Instructive Techniques Employed by Authors of Four Novels for Adolescents. ED 140 300//
Literature. ED 140 319
Work Content and Attitudes toward Work in Eighth Grade Literature Anthologies. ED 140 336//
- Literary Criticism**
Applying a Schema for Studying the Instructive Techniques Employed by Authors of Four Novels for Adolescents. ED 140 300//
In Defense of Revisionism. ED 141 254
- Literary Genres**
A Comparison of Certain Structural Characteristics of Language Selections Representing Both Oral and Written Thought and Purpose. ED 140 301//
- Literature**
Analysis and Critique of Black Family Literature. ED 140 109
Lakota Oral Literature. ED 141 014
Literature. ED 140 319
- Literature Appreciation**
The Effect of Illustrations on Children's Non-verbal Responses to Literature. ED 140 332
Encouraging Young Authors and Young Readers. ED 140 253
Literature. ED 140 319
Poetry as Motivation for Reading. ED 140 223
You Can Go Home Again: A College Methods Teacher Returns to the Secondary Classroom. ED 140 328
- Literature Reviews**
About Community College Community Education and Community Services. A "Brief" Highlighting Important Literature since 1965 about Community Education and Community Services in the Community College. ED 140 927
About Community College Finance. A "Brief" Highlighting Important Literature since 1973 about Finance in the Community College. ED 140 928
About the Students. A "Brief" Highlighting Important Literature since 1973 on Student Characteristics and the Development of Programs to Meet Student Needs. ED 140 929

294 Subject Index

- Boy-Girl Differences in Reading: A Survey of Literature. ED 140 278
- Community Satisfaction as Definition of the Situation: Some Conceptual Issues. ED 141 223
- The Evaluation of Instructional Programs. ERS Annotated Bibliography. ED 140 457//
- General Report of the Alberta School Discipline Study, 1975-76. ED 140 454
- Input-Output Analysis in Public Education. ED 140 425//
- The Junior Kindergarten Study. ED 140 938//
- Level and Rate of Desegregation and White Enrollment Decline in a Big City School District. ED 141 439
- Meeting Problems of Declining Enrollment. Educational, Social, and Financial Implications to School Boards of Declining Enrollments. ED 140 396//
- Nonformal Education and Social Change in Latin America. UCLA Latin American Studies, Volume 35. ED 141 204
- Parental Teaching Strategies: A Review of Selected Observational Studies. ED 140 934
- Psychological Development of the Infant: Reciprocal Interactions Among Caretaker, Infant, and Environment. ED 140 964
- Research on the Effect of Feedback on Writing: Review and Implications. ED 140 355
- RESEARCH SUMMARY: Basic Skills in Handwriting and Spelling. ED 140 271
- A Review of Research and Evaluation Literature on Outward Bound and Related Educational Programs. ED 141 039
- A Review of the Definition and Measurement of Poverty: Volume I, Summary Review Paper; Volume II, Annotated Bibliography. The Measure of Poverty, Technical Paper III. ED 141 424
- Spatial Stages Development in Children and Teacher Classroom Style in Geography. International Research in Geographic Education. ED 141 218
- Summary of Research on Size of Schools and School Districts. ERS Research Brief. ED 140 458//
- A Summary of the Recent Literature on the Evaluation of Principals, Teachers, and Students. Occasional Paper No. 18. ED 141 407
- Those Elusive Components that Contribute to the Success of Compensatory Education Projects. ED 141 444
- Toward Understanding Syntax in Reading Comprehension: Review of Resources. Studies in Language Learning, Vol. 1, No. 1, Fall 1975. ED 140 604
- Local History**
Researching, Writing, and Publishing Local History. ED 141 236//
- Local Occupational Program Evaluation**
Local Occupational Program Evaluation. ED 140 024
- Lockouts**
From Impasse to "Lockout": Community College of Beaver County, September 1976. Special Report #30. ED 140 907
- Locus of Control**
Academic Performance Related to Achievement Motive and Locus of Control. ED 140 113
- Logic**
Logic and Simulation. ED 140 843
- Logical Thinking**
Class-Inclusion: An Analysis of Responses Under Concrete and Verbal Presentation. ED 140 987
- Levels of Abstraction and the Adult Reader. ED 140 003
- Longitudinal Studies**
National Longitudinal Study of the High School Class of 1972: First Followup Survey Design, Instrument Preparation, Data Collection and File Development. ED 141 406
- Los Angeles Community College District**
Program Vitality Report as of Fall 1976. ED 140 915
- Louisiana**
Louisiana School Finance. Publication No. 1454. ED 140 404
- Mathematics Highlights Report, 1974-75. Louisiana State Department of Education Bulletin 1457. ED 141 119
- Residential and Racial Trends for the School-Age Population and Public School Teachers in Louisiana. Bulletin Number 697. ED 141 317
- Social Studies Highlights Report, 1974-75. Bulletin 1459. ED 141 214
- Low Achievers**
Cross-Age Tutoring in Elementary Basic Math. ED 141 110
- Laboratory Mathematics. Booklet 7 - Project Overview and Evaluation. ED 141 173
- Laboratory Mathematics. Booklet 8 - Math Lab Activities. ED 141 174
- Laboratory Mathematics. Booklet 1 - Teacher's Management Guide. ED 141 167
- Laboratory Mathematics. Curriculum Booklet III - Fractions. ED 141 169
- Laboratory Mathematics. Curriculum Booklet V - Percent. ED 141 171
- Laboratory Mathematics. Curriculum Booklet 6 - Number Theory. ED 141 172
- Reading Improvement Through Marine Environment Exploration, 1975-1976. ED 141 485
- Runaway Youth: A Status Report and Summary of Projects as of March 31, 1976. ED 140 175
- Teaching the Patterns of Life, Unit One: Consumer Education; Language Arts Program for Low Achievers, Grade 7. Revised Edition. ED 140 315
- Low Income**
Administrative and Legislative Uses of the Terms "Poverty," "Low Income," and other Related Items. The Measure of Poverty, Technical Paper II. ED 141 425
- Characteristics of Low-Income Populations Under Alternative Poverty Definitions. The Measure of Poverty, Technical Paper VI. ED 141 435
- Wealth and the Accounting Period in the Measurement of Means. The Measure of Poverty, Technical Paper VI. ED 141 464
- Low Income Groups**
Analytical Support for Cost-of-Living Differentials in the Poverty Threshold. The Measure of Poverty, Technical Paper XV. ED 141 433
- Characteristics of Low-Income Populations Under Alternative Poverty Definitions. The Measure of Poverty, Technical Paper VI. ED 141 435
- The Consumer Price Index. The Measure of Poverty, Technical Paper V. ED 141 426
- Effect of Using a Poverty Definition Based on Household Income. The Measure of Poverty, Technical Paper X. ED 141 430
- Florida Follow Through. ED 141 363
- Food Plans for Poverty Measurement. The Measure of Poverty, Technical Paper XII. ED 141 431
- Gender Identity as Seen in Drawings of Father Absent 5 to 7 Year Old Black Children. ED 141 463
- Lozanov Method**
The Effects of the Lozanov Method for Teaching Word Meaning to Fifth and Sixth Graders. ED 140 291//
- Lummi**
The Lummi Indians - Economic Development and Social Continuity. ED 141 007//
- Lunch Programs**
Food Service Programs for Children: An Annotated Bibliography. Library List No. 99. ED 140 479
- Machine Tools**
Machine Shop. Performance Objectives. Intermediate Course. Career Education. ED 139 953
- Machinists**
Machine Shop. Performance Objectives. Intermediate Course. Career Education. ED 139 953
- Magnet Schools**
Elementary Magnet Plan Evaluation, 1975-76. ED 140 496
- Maintenance**
Appliance Services. Intermediate Course. Career Education. ED 139 951
- Building Maintenance. Performance Objectives. Basic Course. ED 139 963
- Business Machine Maintenance. Performance Objectives. Intermediate Course. ED 139 930
- Business Machine Maintenance. Performance Objectives. Basic Course. ED 139 931
- Custodial Services and Building Maint: Performance Objectives. ED 139 933
- Marine Engine Mechanics. Performance Objectives. Intermediate Course. ED 139 960
- Marine Engine Mechanics. Performance Objectives. Basic Course. ED 139 961
- Majority Attitudes**
Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. Coordinator's Guide. ED 140 199
- Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. ED 140 200
- Ethnicity in the American University System. ED 141 471
- Malagasy Republic**
Economie et enseignement a Madagascar. (Economy and Education in Madagascar.) Financement des systemes educatifs: etudes de cas Nationales 8. ED 140 502
- Malaysia**
Educational Evaluation in Malaysia - Trends and Prospects. IIEP Seminar Paper 10. ED 141 376
- Mass Communication in Malaysia: An Annotated Bibliography. ED 140 347//
- Males**
In All Fairness: A Handbook on Sex Role Bias in Schools. ED 140 186
- Degree Output in the South, Distribution by Sex 1974-75. ED 140 765
- Sex-Typed Attitudes, Sex-Typed Contingency Behaviors, and Personality Traits of Male Caregivers. ED 140 948
- Management**
Management of Data Elements in Information Processing. Proceedings of a Symposium (2nd, Gaithersburg, Maryland, October 23-24, 1975). ED 140 817

Management by Objectives

A Definition of and Evaluation Design for Community Education Programs. Technical Assistance Outline.

ED 140 117

Management by Objectives. ACSA School Management Digest, Series 1, No. 6. ER-IC/CEM Research Analysis Series, Number 33.

ED 140 381

The Pendleton Project: Semi-Annual Narrative Report, January 10, 1977.

ED 140 135

Structures for Organizational Effectiveness Criteria and Their Implications.

ED 140 124

Management Development

Implementing the School Based Teacher Educator Program in Teacher Centers.

ED 141 293

Management Education

Attitudes of North Dakota Implement Dealership Managers towards a Continuing Management Education Program. Report of the Research Study.

ED 140 075

The Imaginative Uses of Closed Circuit Television in the Training of Staff and Managers. Case Studies Collected and Edited for the Association for Programmed Learning and Educational Technology.

ED 140 785

Management Listens to Its Own Speech.

ED 140 369

Management Information Systems

Higher Education and Management Information Systems.

ED 140 695

Illinois Community College Board Management Information Systems Manual. Eighth Edition.

ED 140 895

Management Systems

Child Day Care Management Study. Volume II-A: State Summaries (Alabama - Nebraska).

ED 140 982

Child Day Care Management Study. Volume II-B: State Summaries (Nevada - Wyoming).

ED 140 983

Diagnosis, Prescriptions, Management Systems and the Director's Role.

ED 140 219

Functional Administration in Physical and Health Education.

ED 141 289//

Management by Objectives. ACSA School Management Digest, Series 1, No. 6. ER-IC/CEM Research Analysis Series, Number 33.

ED 140 381

Man Days

A Study of the Effects of an Altered Workweek.

ED 140 500

Manipulative Materials

Learning to Think in a Math Lab.

ED 141 112

Man Machine Systems

Man-Computer Symbiosis Through Interactive Graphics: A Survey and Identification of Critical Research Areas.

ED 140 855

Manpower Development

Social Workers and Manpower Programs: An Experimental Approach to Professional Training and Curriculum Development. Final Report 1970-1973.

ED 141 230

Software for Managing the Process of Manpower Training for Economic and Industrial Development.

ED 140 845

Vanguards in Training: Jan 1976.

ED 140 172

Manpower Needs

The Need for Manpower Specialists: A New Role for Social Workers. A Report of the National Workshop on Manpower Curriculum Development in Social Work (New York, New York, April 11-13, 1973).

ED 141 229

Private Industry Employment of Scientists and Engineers in 1975 Shows a 5-Year Decline.

Science Resources Studies Highlights, May 25, 1977.

ED 141 122

Manuals

Guidebook for the Development of Army Training Literature. Combat Training Techniques.

ED 140 099

Guidelines for Maximum Use of the Washington Library Network Resource Directory to Increase Its Effectiveness as a Reference and Bibliographic Tool.

ED 140 841

Illinois Community College Board Management Information Systems Manual. Eighth Edition.

ED 140 895

Supervised Student Teaching.

ED 139 910

Manufacturing

American Industries. Performance Objectives. Volume 2.

ED 139 968

Marine Biology

A Comparative Study of Clam and Squid. Biting Flies of the Coastal Region. Diatoms: Nature's Aquatic Gems. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 227, 231, 232. [Project COAST].

ED 141 154

Marshes: Nature's Bounty. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 230. [Project COAST].

ED 141 155

Measuring Dissolved Oxygen Quantitatively. Collecting and Cultivating Marine Bacteria. To Recognize, Record, and Analyze Characteristics of a Sandy Beach Environment. Quantitative and Qualitative Analysis of Phosphate in Water. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 307, 309, 310, 313. [Project COAST].

ED 141 160

The Muskrat. The Not-So-Common Oyster. The Horseshoe Crab. The Blue Crab. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 108, 109, 111, 201. [Project COAST].

ED 141 143

Observing Starfish-The Water Vascular System. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 224. [Project COAST].

ED 141 152

Pesticides and the Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 237. [Project COAST].

ED 141 158

The Rocky Shore. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 225. [Project COAST].

ED 141 153

Sea World Curriculum Guide. Program Theme: Adaptations K-3.

ED 141 083

Sea World Curriculum Guide. Program Theme: Adaptations 4-8.

ED 141 084

Sea World Curriculum Guide. Program Theme: Behavior K-3.

ED 141 085

Sea World Curriculum Guide. Program Theme: Behavior 4-8.

ED 141 086

Where Have All the Menhaden Gone? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 209. [Project COAST].

ED 141 145

Marine Technicians

Marine Engine Mechanics. Performance Objectives. Intermediate Course.

ED 139 960

Marine Engine Mechanics. Performance Objectives. Basic Course.

ED 139 961

Marital Instability

The Assessment of Marital Instability in a Semi-Rural Setting: Cultural Considerations.

ED 140 125

Sex Differences in Voluntary Post Marital Dissolution Adjustment.

ED 140 183

Marriage

Engaged Couples' Reactions to a Marriage Contract.

ED 140 159

Marriage Counseling

Engaged Couples' Reactions to a Marriage Contract.

ED 140 159

Marshes

Marshes: Nature's Bounty. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 230. [Project COAST].

ED 141 155

Marxism

Rachel's Radical Gospel: A Marxist Critique.

ED 141 314

What Is to be Done in Teacher Education? [-] Every Communist Working in the Mass Movements Should be a Friend of the Masses and Not a Boss Over Them, an Indefatigable Teacher and Not a Bureaucratic Politician' (Mao, 1938)].

ED 141 315

Maryland

A Comparison of the Content of English Methods Courses with the Needs of Beginning Secondary School English Teachers.

ED 140 307//

Guide to Specialized Subject Collections in Maryland Libraries.

ED 140 836

Procedures and Standards for Maryland State Department of Education Evaluation of Planned Programs of Inservice Experiences Developed and Implemented by Local Agencies Leading to the Advanced Professional Certificate.

ED 141 366

Toward Equality of Educational Opportunity and Attainment in Higher Education in Maryland. A Position Paper.

ED 140 710

Masonry

Masonry. Basic Course. Career Education.

ED 139 959

Masonry. Performance Objectives. Intermediate Course.

ED 139 945

Massachusetts (Boston)

The Way It's Working: An Evaluation of the Boston Career Exploration Project.

ED 140 083

Mass Media

Journalism Abstracts: M.A., M.S., Ph.D. Theses in Journalism and Mass Communication. Vol. 14.

ED 140 333

Mass Communication in Malaysia: An Annotated Bibliography.

ED 140 347//

Mass Media and Developing Nations: A Global Perspective of the Present State of Mass Communication and Its Research.

ED 140 848

Media Competency.

ED 140 812

Observations on the Mass Media.

ED 140 296//

School Media of 1987 Game.

ED 140 314

Television and Alcohol Consumption and Abuse. Rand Paper Series No. P-5621.

ED 140 163

Understanding the Media.

ED 140 811

Masters Degrees

Directory of Graduate Programs in the Speech Communication Arts and Sciences, 1977-1978.

ED 140 374//

Time to Advanced Degree: A Profile of Recent Advanced Degree Recipients.

ED 140 762

Masters Theses

Canadian Theses on Microfiche. Catalogue: Supplement No. 20.

ED 140 826

Matching Familiar Figures Test

The Relationship of Some Problem Solving Variables to Cognitive Tempo.

ED 140 958

Material Development

- Accident Avoidance Skill Training and Performance Testing. Final Report. ED 140 021
- Communicative Syllabus Design for Written English. ED 140 658
- Comprehensive Career Guidance Programs for Secondary Schools. ED 140 038
- Designing a Micro-Unit-Learning-Module. ED 141 274
- Northeast Academic Science Information Center (NASIC). Final Report. ED 140 850

Maternal and Child Health Care Act

- Maternal and Child Health Care Act--1976. Supplemental Hearing Before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Fourth Congress, Second Session on H.R. 12937, H.R. 14309, and H.R. 14822 (Identical Bills) and H.R. 14497. ED 140 944

Mathematical Concepts

- Basic Economic Concepts in Business Education. Bulletin No. 206. ED 140 067

Mathematical Models

- Application of a Library Network Model: A Case Study of the Rolling Prairie Library System. ED 140 797
- The Influence of State and Federal Aid on the Demand for Educational Opportunity in Kentucky. ED 140 433
- Input-Output Analysis in Public Education. ED 140 425//
- Mathematical Representations of Development Theories. ED 140 184
- Tentative Ten-Year Enrollment Projections, Fiscal Years 1978-1987. (A Supplement to the FY 1978 Capital and Operating Budgets of Montgomery Community College) ED 140 922

Mathematicians

- A. F. Ames, Village Schoolmaster. A Memoir. ED 141 072

Mathematics

- Assessment and Training Techniques for Developing Piagetian Sensor-Motor and Pre-Operational Skills in Preschool Severely Retarded Children. ED 140 572
- Bronx Community College: National Project II Associate. Final Report for the Fund for the Improvement of Postsecondary Education. ED 141 470
- Educational Achievements of One-Teacher and of Larger Rural Schools. Bulletin, 1928, No. 15. ED 141 052
- Summer Recess: Does it Make a Difference on Title I Student Achievement? ED 141 445
- Was Pythagoras Chinese? An Examination of Right Triangle Theory in Ancient China. The Pennsylvania State University Studies No. 40. ED 141 128//

Mathematics Education

- The 4M compAny: Make Mine Metric Marvels. Third Grade Student Booklet. ED 141 101
- The 4M compAny: Make Mine Metric Marvels. Third Grade Teacher's Guide. ED 141 102
- The 4M cOmpAny: Make Mine Metric Mice. First Grade Student Booklet. ED 141 097
- The 4M cOmpAny: Make Mine Metric Mice. First Grade Teacher's Guide. ED 141 098
- The 4M compAny: Make Mine Metric Mission! Sixth Grade Student Booklet. ED 141 107
- The 4M compAny: Make Mine Metric Mission! Sixth Grade Teacher's Guide. ED 141 108
- The 4M compAny: Make Mine Metric Mob. Fourth Grade Student Booklet. ED 141 103

The 4M compAny: Make Mine Metric Mob. Fourth Grade Teacher's Guide. ED 141 104

The 4M compAny: Make Mine Metric Monkeys. Kindergarten Student Booklet. ED 141 095

The 4M compAny: Make Mine Metric Monkeys. Kindergarten Teacher's Guide. ED 141 096

The 4M cOmpAny: Make Mine Metric Monsters. Second Grade Student Booklet. ED 141 099

The 4M cOmpAny: Make Mine Metric Monsters. Second Grade Teacher's Guide. ED 141 100

The 4M compAny: Make Mine Metric Mystery. Fifth Grade Student Booklet. ED 141 105

The 4M compAny: Make Mine Metric Mystery. Fifth Grade Teacher's Guide. ED 141 106

A. F. Ames, Village Schoolmaster. A Memoir. ED 141 072

The Analysis of Discourse as Evaluation of Productive Thinking. ED 141 113

Chaining in Problem Solving: A Critique and Reinvestigation. ED 141 087

Current Use of Computers in the Teaching of Statistics. ED 141 109

ICIM, Individualized, Competency Based, Instruction in Mathematics: Basic Mathematical Skills. Chicago State University Mathematics Remediation Program. ED 141 088

Inner City Parents Attended Mathematics Classes - Why? ED 141 123

Laboratory Mathematics. Booklet I - Teacher's Management Guide. ED 141 167

Metric Guide for Educational Materials: A Handbook for Teachers, Writers and Publishers. ED 141 064//

Metrics Course Outline and Resources. ED 141 073

The Metric System: Ideas for Introducing the Metric System. ED 141 114

"My Mass is 20 kg": Aspects of Canadian and International Progress Toward an SI Way of Life. ED 141 068

Relating Field Independence and a Discovery Approach to Learning Mathematics: A Trait-treatment Interaction Study. ED 141 077

Twenty Years of Science and Mathematics Curriculum Development. The Tenth Report of the International Clearinghouse. ED 141 182

Mathematics Instruction

Computer Assisted Instruction. 1975-76 Evaluation Report. A Title I Program. Revised. ED 140 495

Computer Classification of Triangles and Quadrilaterals--A Challenging Application. Illinois Series on Educational Applications of Computers. Number 19. ED 140 774

Immersion Education in Ireland: A Critical Review of Macnamara's Findings. Reply to Dr. Cummins. Reply to the Reply. Working Papers on Bilingualism, No. 13. ED 140 666

Teacher Performance Contracts, ERS Research Brief. ED 140 456//

Teaching Numeric Concepts to Spanish-Speaking Second Graders: English or Spanish Instruction? ED 140 636

Mathematics Materials

The Effect upon Comprehension of Mathematics Material Repatterned on the Basis of Oral Language. ED 140 275

Mathematics Teachers

A Study of Needs for Further Learning as Seen by Teachers of Secondary School Mathematics. ED 141 353

Maturation

The Influence of Age and Intrastimulus Organization on Recognition Memory of Information in Complex Pictures. ED 140 128

MEAN Test Evaluation System

Structural Components Revealed by Evaluating the Quality of Elementary School Tests. ED 141 383

Measurement

The 4M compAny: Make Mine Metric Marvels. Third Grade Teacher's Guide. ED 141 102

The 4M cOmpAny: Make Mine Metric Mice. First Grade Teacher's Guide. ED 141 098

The 4M compAny: Make Mine Metric Mission! Sixth Grade Teacher's Guide. ED 141 108

The 4M compAny: Make Mine Metric Mob. Fourth Grade Teacher's Guide. ED 141 104

The 4M compAny: Make Mine Metric Monkeys. Kindergarten Teacher's Guide. ED 141 096

The 4M cOmpAny: Make Mine Metric Monsters. Second Grade Teacher's Guide. ED 141 100

The 4M compAny: Make Mine Metric Mystery. Fifth Grade Teacher's Guide. ED 141 106

In-Kind Income and the Measurement of Poverty. The Measure of Poverty, Technical Paper VII. ED 141 427

Metric Guide for Educational Materials: A Handbook for Teachers, Writers and Publishers. ED 141 064//

The Metric System: Ideas for Introducing the Metric System. ED 141 114

"My Mass is 20 kg": Aspects of Canadian and International Progress Toward an SI Way of Life. ED 141 068

Measurement Goals

Relative Poverty. The Measure of Poverty, Technical Paper XIII. ED 141 432

Measurement Instruments

An Analysis of the Student Evaluation Form at Oakland Community College. ED 140 877

The Conceptual and Methodological Development of S(L)EA. ED 139 994

The Consumer Price Index. The Measure of Poverty, Technical Paper V. ED 141 426

Microteaching Skills in Science Checklist: An Observational Instrument to be Used for Evaluation and Description of Science Teaching in the Elementary School. ED 141 092

Open School Evaluation System. ED 140 448//

Survey of Classroom Activities for Science: A Questionnaire for Evaluation and Description of Science Teaching in the Elementary School. ED 141 093

Walking Versus Jogging in Stages III and IV of the Bruce Treadmill Test. ED 141 302

Measurement Techniques

The 1972-73 Consumer Expenditure Survey. The Measure of Poverty, Technical Paper VIII. ED 141 428

Characteristics of Low-Income Populations Under Alternative Poverty Definitions. The Measure of Poverty, Technical Paper VI. ED 141 435

Conference on the Trend in Income Inequality in the U.S. Part I, Trends in Inequality of Well-Offness in the United States since World War II. Part 2, Conference Overview: Conceptual Issues, Data Issues, and Policy Implications. ED 141 457

The Consumer Price Index. The Measure of Poverty, Technical Paper V. ED 141 426

ICA Communication Audit Survey Instrument: 1977 Organizational Norms.

- ED 140 375
In-Kind Income and the Measurement of Poverty. The Measure of Poverty, Technical Paper VII.
- ED 141 427
The Interview as a Measuring Device in Education.
- ED 141 410
Multiple Matrix Sampling Applied to Needs Analysis: An Introduction and Assessment of Efficacy.
- ED 140 007
Relative Poverty. The Measure of Poverty, Technical Paper XIII.
- ED 141 432
Report of the African Regional Seminar on Educational Evaluation (Dar es Salaam, Tanzania, April 7-May 2, 1975).
- ED 141 373
The Sensitivity of the Incidence of Poverty to Different Measures of Income: School-Aged Children and Families. The Measure of Poverty, Technical Paper XVII.
- ED 141 434
A Theoretical Approach for Internal Allocation of Academic Personnel Resources.
- ED 140 691
Translating Goals into Measurable Objectives: Research Studies and Practical Procedures.
- ED 140 688
The Validity of Various Techniques Measuring Children's Bilingualism. Working Papers on Bilingualism, No. 13.
- ED 140 665
Walking Versus Jogging in Stages III and IV of the Bruce Treadmill Test.
- ED 141 302
- Mechanical Equipment**
Computers in the Federal Government: A Compilation of Statistics.
ED 140 830
- Mechanics (Process)**
Marine Engine Mechanics. Performance Objectives. Intermediate Course.
ED 139 960
Marine Engine Mechanics. Performance Objectives. Basic Course.
ED 139 961
- Media Research**
A Factor Analytic Study of the Credibility of Newspaper and TV News.
ED 140 334//
An Overview of Communication Research in Asia: Status, Problems and Needs. Papers of the East-West Communication Institute No. 6.
ED 140 362
- Media Selection**
An Application of Multidimensional Scaling in the Collection on Qualitative Information for Decision Making.
ED 140 790
The Availability of Media in Library Schools.
ED 140 833
A Contemporary Outlook on the Use of Media in the Classroom.
ED 140 863
The Effectiveness of Three Media in Disseminating Basic Information to Low Income Families.
ED 141 004
Film in Education: This Worked For Me.
ED 140 793
Fundamentals of the Slide Library.
ED 140 858
Instructional Materials: A Bibliography for Their Selection, Evaluation and Use.
ED 140 516
- Media Technology**
Computer in the Kitchen---or---Being Served by Technology.
ED 140 284
Media Competency.
ED 140 812
School Media of 1987 Game.
ED 140 314
- Mediation Theory**
Effect of Imposed Versus Self-Generated Imagery and Sentence Mediation on the Free Recall of Retarded Adolescents.
ED 140 525
- Medical Assistants**
Barefoot-Doctors. Occasional Paper No. 77-4.
ED 141 263
- Medical Education**
Human Values in Medical Education. Annual Oration of the Society for Health and Human Values.
ED 141 184
Women's Participation in First-Professional Degree Programs in Medicine, Dentistry, Veterinary Medicine, and Law, 1969-70 through 1974-75.
ED 140 761
- Medical Evaluation**
A Geriatric Consultation and Diagnostic Center: One Model for Assessment.
ED 140 110
- Medical Schools**
AISOM (The American Indian School of Medicine), March 1977.
ED 141 026
Hearings on the Need for Continuation of the Uniformed Services University of the Health Sciences before the Investigations Subcommittee of the Committee on Armed Services, House of Representatives, Ninety-Fifth Congress, First Session.
ED 140 763
Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume 2, Interim Final Report.
ED 140 682
Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume 1: Interim Final Report.
ED 140 683
- Medical Services**
Barefoot-Doctors. Occasional Paper No. 77-4.
ED 141 263
Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume 2, Interim Final Report.
ED 140 682
Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume 1: Interim Final Report.
ED 140 683
- Medical Treatment**
First Aid in Emergency Care.
ED 141 333//
- Medicine**
Teaching Methods for the Development of Creativity in Medical Illustration.
ED 139 926
- Meditation**
A Comparison of Exercise and Meditation in Reducing Physiological Response to Stress.
ED 141 339
- Meetings**
"Sunshine" in Michigan.
ED 140 367
- Memory**
Age and Visual Information Processing.
ED 140 991
Availability and Accessibility of Information in the Semantic Memory of Retarded and Nonretarded Adolescents.
ED 140 547
Drawing Inferences from a Passage of Texts.
ED 140 280
The Effects of Verbalization and the Presence of a Memory Aid on Concept Learning in Educable Mentally Retarded Children.
ED 140 528
Icon Duration and Development.
ED 140 990
Incorporating New Information Into One's Existing World Knowledge.
ED 141 370
The Influence of Age and Intrastimulus Organization on Recognition Memory of Information in Complex Pictures.
ED 140 128
Sensitivity to Visual Structure.
ED 140 939
Verbal Fluency and the Language-Bound Effect.
ED 140 346
- Mental Health**
The Process of Sex-Role Integration in Psychotherapy. Symposium.
ED 140 153
- Mental Health Clinics**
The Factorial Measurement of Master's Level Clinical Functions in Mental Health Agencies.
ED 140 168
- Mental Health Programs**
Diverting Youthful Offenders Through Law Enforcement-Social Service Collaboration.
ED 140 182
- Mentally Handicapped**
Availability and Accessibility of Information in the Semantic Memory of Retarded and Nonretarded Adolescents.
ED 140 547
A National Forum on Residential Services (New Orleans, Dec. 3-4, 1976).
ED 140 534
Procedure Manual for Group Homes for Developmentally Disabled Adults. Revised January, 1977.
ED 140 545
Programming Generalization Through Stimulus Fading in Remedial and Special Education Settings.
ED 140 567
A Training Model for Peer Tutoring with Mentally Retarded Individuals.
ED 140 575
University Affiliated Facilities Concerned with Mental Retardation and Other Developmental and Learning Disabilities.
ED 140 549
Vocational Ins and Outs for Developmental Kids.
ED 140 536
- Metals**
Metals. Industrial Arts. Performance Objectives, Junior High School.
ED 139 973
Sheetmetal. Performance Objectives. Basic Course.
ED 139 956
- Metaphors**
An Investigation of the Precision of Metaphorical Language Interpretation of Students in Grades Four through Seven.
ED 140 294//
- Methods**
Alternatives for Validating Interest Inventories against Group Membership Criteria.
ED 141 391
The South Carolina Title V Program in Perspective: Three Models of Purposive Change.
ED 141 022
- Methods Courses**
A Comparison of the Content of English Methods Courses with the Needs of Beginning Secondary School English Teachers.
ED 140 307//
- Metric System**
The 4M compAny: Make Mine Metric Marvels. Third Grade Student Booklet.
ED 141 101
The 4M compAny: Make Mine Metric Marvels. Third Grade Teacher's Guide.
ED 141 102
The 4M cOmpany: Make Mine Metric Mice. First Grade Student Booklet.
ED 141 097
The 4M cOmpany: Make Mine Metric Mice. First Grade Teacher's Guide.
ED 141 098
The 4M compAny: Make Mine Metric Mission! Sixth Grade Student Booklet.
ED 141 107
The 4M compAny: Make Mine Metric Mission! Sixth Grade Teacher's Guide.
ED 141 108
The 4M compAny: Make Mine Metric Mob. Fourth Grade Student Booklet.
ED 141 103
The 4M compAny: Make Mine Metric Mob. Fourth Grade Teacher's Guide.
ED 141 104
The 4M Company: Make Mine Metric Monkeys. Kindergarten Student Booklet.
ED 141 095
The 4M Company: Make Mine Metric Monkeys. Kindergarten Teacher's Guide.
ED 141 096
The 4M compAny: Make Mine Metric Monsters. Second Grade Student Booklet.
ED 141 099

- The 4M company: Make Mine Metric Monsters. Second Grade Teacher's Guide. ED 141 100
- The 4M company: Make Mine Metric Mystery. Fifth Grade Student Booklet. ED 141 105
- The 4M company: Make Mine Metric Mystery. Fifth Grade Teacher's Guide. ED 141 106
- Metric Guide for Educational Materials: A Handbook for Teachers, Writers and Publishers. ED 141 064//
- Metrics Course Outline and Resources. ED 141 073
- The Metric System: Ideas for Introducing the Metric System. ED 141 114
- "My Mass is 20 kg": Aspects of Canadian and International Progress Toward an SI Way of Life. ED 141 068
- An SI Canada: Reality and Challenge at Commitment Plus Seven. ED 141 125
- A Teacher's Guide to Metrics. A Series of In-Service Booklets Designed for Adult Educators. ED 139 904
- Metropolitan Areas**
- Demographic Norms for Metropolitan, Non-metropolitan and Rural Counties. Mental Health Demographic Profile System Working Paper No. 24, July 1975. ED 141 010
- Recent Population Trends in North Carolina and the Southern Region: 1970-1975. Progress Report Soc. 64, 1977. ED 141 020
- Mexican Americans**
- The Relationship of Chicano Acculturation to Self-Report Anxiety and Attitudes toward Counseling and Psychotherapy. ED 140 143
- Studies in Education. ED 141 347
- Mexicans**
- Egocentrism in the Language of Six to Seven-Year-Old Mexican Children. ED 140 676
- Michigan (Detroit)**
- Indian Education Project, 1974. ED 141 017
- Indian Education Project: An Abridgment. ED 141 016
- Microbiology**
- A Comparative Study of Clam and Squid. Biting Flies of the Coastal Region. Diatoms: Nature's Aquatic Gems. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 227, 231, 232. [Project COAST]. ED 141 154
- Microfiche**
- Demonstration and Evaluation of a Microfiche-Based Audio/Visual System. ED 140 809
- Micropolitan Development**
- Micropolitan Development: Theory and Practice of Greater-Rural Economic Development. ED 141 061//
- Microteaching**
- Microteaching: A Selected Bibliography. ED 141 266
- Microteaching Skills in Science Checklist: An Observational Instrument to be Used for Evaluation and Description of Science Teaching in the Elementary School. ED 141 092
- Middle Class College Students**
- Federal Student Aid: Who Receives It and How Is It Packaged? ED 140 727
- Middle Class Mothers**
- An Attempt at Parent Education Through a Lecture-Discussion Series. ED 140 959
- Middle Schools**
- A Realistic Expectation for Cognitive Growth During Transcendence. ED 141 316
- The Way It's Working: An Evaluation of the Boston Career Exploration Project. ED 140 083
- Migrant Child Education**
- Florida Migratory Child Compensatory Program. Evaluation, 75-76. ED 140 999
- A Handbook for Teachers of Three, Four, and Five Year Old Migrant Children. ED 141 001
- The Integration of Migrant Children Into Pre-School Education. ED 140 963
- Migrant Children**
- Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume III: Educational Assessment. ED 141 044
- An Educational Needs Assessment for the Children of Florida's Migratory Agricultural Workers. Volume I: Executive Summary - A Summary of Findings and Recommendations. ED 141 002
- Migrant Education**
- Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume I: Executive Summary. ED 141 042
- Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume II: Migrant Population and Programs - Characteristics and Trends. ED 141 043
- Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume III: Educational Assessment. ED 141 044
- Conversational Spanish Curriculum for Teachers of Migrant Children. ED 141 003
- An Educational Needs Assessment for the Children of Florida's Migratory Agricultural Workers. Volume I: Executive Summary - A Summary of Findings and Recommendations. ED 141 002
- Migrant Workers**
- Annual Rural Manpower Services Report. Texas Rural Manpower Services 1976 Annual Report. MA5-79. ED 141 057
- Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume II: Migrant Population and Programs - Characteristics and Trends. ED 141 043
- Florida Agricultural Labor and Unemployment Insurance. Bulletin 767, January 1975. ED 141 038
- Migration and the Cost of Unemployment Insurance Protection for Agricultural Workers. Bulletin 760(Technical); NE-58 Research Bulletin, October 1973. ED 141 037
- Migration**
- Internal Migration. UNITAR News, Vol. 8, 1976. ED 141 176
- Recent Population Trends in North Carolina and the Southern Region: 1970-1975. Progress Report Soc. 64, 1977. ED 141 020
- Migration Patterns**
- Farm Population Estimates for 1975. Agricultural Economic Report No. 352. ED 141 036
- Milieu Therapy**
- Development of a Milieu Intervention Program for Treatment of Emotionally Disturbed Deaf Children. ED 140 589
- Military Personnel**
- New Headings: Navy Alcoholism Prevention Program. Third Edition. ED 140 145
- Military Schools**
- The Dynamics of Army Writing. ED 140 343
- Military Service**
- The 1976 Evaluation of the Navy's Alcohol Rehabilitation Programs. ED 140 146
- Summary of Research Findings on the Military General Educational Development Program. Final Report. ED 139 986
- Military Training**
- Guidebook for the Development of Army Training Literature. Combat Training Techniques. ED 140 099
- Index of Military Curriculum Materials Related to Civilian Vocational Programs. ED 140 095
- Military Curriculum Materials Identification, Selection, and Acquisition Strategies and Procedures. ED 140 094
- Military Curriculum Materials Utilization in Vocational Education. Final Report. ED 140 014
- Review of Existing Information Systems and Networks: Applicability to the Design of the SYSTEM. (A Staff Working Paper.) ED 140 092
- A System to Provide Military Curriculum Materials to Civilian Vocational and Technical Educators. ED 140 096
- Utilization of Military-Developed Curriculum Materials in Civilian Vocational Programs: A School Survey. ED 140 093
- Minimally Brain Injured**
- The Motor Domain and its Correlates in Educationally Handicapped Children. ED 141 267//
- Minority Group Children**
- Early Identification Program. ED 141 479
- The Follow Through Planned Variation Experiment: What is the Pay-Off? ED 141 449
- Perceptual Conditioning for Decoding, 1975-1976. ED 141 482
- Pictures as a Basis for Teaching Reading, School Year 1975-1976. ED 141 483
- Minority Groups**
- An Analysis of Educational Policy: Implications for Minority Community Concerns. ED 141 200
- Basic Skills After School Pre-Kindergarten Program, 1975-1976. ED 141 476
- Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities. Coordinator's Guide. ED 140 203
- Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities. ED 140 204
- Education in Action, School Year 1975-1976. ED 141 480
- Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. Coordinator's Guide. ED 140 199
- Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. ED 140 200
- Ethnicity in the American University System. ED 141 471
- Ethnic Minorities and National Standardized Testing. ED 141 467
- New York State Programs of Postsecondary Opportunity, 1974-75: Summary of Reports, Analysis and Regents Recommendations. ED 141 475
- Nine for Equality Under Law: Civil Rights Litigation. A Report to the Ford Foundation. ED 141 458
- Minority Role**
- The Life, Influence and the Role of the Chinese in the United States, 1776-1960. Proceedings of the National Conference Held at the University of San Francisco July 10, 11, 12, 1975.

- ED 141 422
- Miscue Analysis**
Six Case Studies in Learning to Read.
ED 140 247//
- Mississippi**
Career Counseling and Placement. Columbia City School System, Columbia, Mississippi. Final Report.
ED 139 922
Regulations for Teacher Certification. Bulletin 130, 1975 Revision.
ED 141 320
- Missouri**
Improving Vocational Education Planning: More Myth Than Reality? Final Report.
ED 140 027
- Missouri (Kansas City)**
Level and Rate of Desegregation and White Enrollment Decline in a Big City School District.
ED 141 439
- Mnemonics**
The Effects of a Mnemonic on Retention of Verbal Information from Meaningful Prose.
ED 140 288//
- Modeling (Psychological)**
The Influence of Modeling on Children's Creative Performance.
ED 140 322
- Models**
Advocacy Under the Developmental Disabilities Act: Summary of a Discussion Paper on Implications of Section 113, PL 94-103.
ED 140 568
Alternative Measures of Local Wealth and Effort.
ED 140 476
An Approach to Evaluation of Rural Development Act Title V Programs. Northeast Regional Center for Rural Development Publication 11, February 1976.
ED 141 058
On Becoming A Change Agent.
ED 140 212
Career Education: The Consultant Approach.
ED 140 033
Comprehensive Career Guidance Programs for Secondary Schools.
ED 140 038
A Conceptual Derivation of Einstein's Postulates of Special Relativity.
ED 141 089
Conjoint Scaling as a Decision Aide in Curriculum Development.
ED 140 417
Construction of a Model Solar Building. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 318. [Project COAST].
ED 141 164
Core Competencies of a Trainer.
ED 140 400//
Decision Criteria and Policy for School Consolidation. Final Report. MRI Project RA-115-D(1).
ED 140 466
A Definition of and Evaluation Design for Community Education Programs. Technical Assistance Outline.
ED 140 117
Design of Training Systems. Computerization of the Educational Technology Assessment Model. Volume 1.
ED 140 852
Design of Training Systems: Computerization of the Educational Technology Assessment Model (ETAM). Volume 2.
ED 140 853
Differential Outcomes of Early Childhood Education.
ED 140 935
Energy and the Structure of Social System: Significance for Families.
ED 141 193
Felony Investigation Decision Model: An Analysis of Investigative Elements of Information.
ED 140 155
Helping Teacher Accountability Through Curriculum Planning. Two Snapshots and One Case Study.
ED 140 419
Higher Education and Management Information Systems.
ED 140 695
- How Can Teacher In-Service Be Made Effective in a Rural State?
ED 140 573
Identification of Leadership and Pictures of the Power Structure.
ED 141 040
Improving Vocational Education Planning: More Myth Than Reality? Final Report.
ED 140 027
Limitations of a Standard Perspective on Program Evaluation: The Example of Ten Years of Teacher Corps Evaluations.
ED 141 387
Mainstreaming as an Approach to Special Education Services: Organization and Training.
ED 140 519
Mathematical Representations of Development Theories.
ED 140 184
Maximizing the Effectiveness of Leadership In-service Education: An Operational Model.
ED 140 481
A Model (Based upon Open Systems Organizational Theory) for Continuous Educational Needs Assessment in Continuing Professional Education Programs.
ED 139 995
Model for Calculating Cost per Pupil for Secondary Vocational, General and Transfer Curricula in Comprehensive High Schools, Shared Time Vocational Schools and Full Time Vocational Schools. Final Report.
ED 139 914
Models in Bilingual-Bicultural Education: the Community College of Philadelphia Experience.
ED 141 461
Models of Communication in Multilingual States.
ED 140 631
"Model" Units for the Gifted. [A Compilation of Units for Gifted Students Based on Four Theoretical Models.]
ED 140 601
Musings on Paul Peterson's "School Politics Chicago Style" and on the Utility of Decision-Making Models.
ED 140 467
Peer Tutorial Models.
ED 140 592
A Postulated Mechanism That Leads to Materialization and Dematerialization of Matter and to Antigravity.
ED 141 090
QAM: A Competency Based Need Assessment Methodology and Computer Program.
ED 140 808
Quinton/Perceptron Physics: A Theory of Existence, Perception, and Physical Phenomena.
ED 141 091
Role-Making Processes and University Administration. Final Report.
ED 140 725
Social Origin and Attitudinal Perception in the Dynamics of Occupational Achievement Orientation.
ED 141 063
The South Carolina Title V Program in Perspective: Three Models of Purposive Change.
ED 141 022
Toward a Generative Model of the Teaching-Learning Process.
ED 141 308
Williamsburg County Human Resources Campus (WCHRC): Planning Report.
ED 141 034
- Modern Languages**
Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 1.
ED 140 626
Symposium on Modern Languages in Primary Education (Copenhagen, September 20-25, 1976).
ED 140 659
- Modular Building Design**
Manufactured Housing--The Modular Home in Texas.
ED 140 491
- Mohawk**
Kanien'Keha' Okara'Shon':A. Mohawk Stories.
ED 140 669
- Montana**
Montana English Teacher Preparation and Needs, 1973 State-Wide Survey. Interim Report.
ED 140 299
- Moral Development**
Kohlberg's Structuralism: A Critical Appraisal. Monograph Series/15.
ED 140 482//
Moral Development: An Annotated Bibliography.
ED 140 981
Research Considerations in Ethical Education.
ED 141 250
- Morale**
What Makes a Good Alcohol Counselor?
ED 140 120
- Moral Values**
Kohlberg's Structuralism: A Critical Appraisal. Monograph Series/15.
ED 140 482//
Moral Development: An Annotated Bibliography.
ED 140 981
Research Considerations in Ethical Education.
ED 141 250
- Morocco**
English Language Teaching Profile: Morocco.
ED 140 649
- Mother Attitudes**
Is Unwanted Pregnancy Motivated?
ED 140 142
Some Relationships between Maternal Variables, Reading Achievement and I.Q. for Low SES Black First Graders.
ED 140 273
- Mothers**
Effects of a Mother-Infant Program on Positive Feelings of New Mothers: A Pilot Investigation.
ED 140 949
A Predictive Analysis of Early Parental Attachment Behavior.
ED 140 955
- Motion**
Human Movement: An Integrated Approach.
ED 141 336//
Manual of Structural Kinesiology. Eighth Edition.
ED 141 334//
Movement Precision and Amplitude as Separate Factors in the Control of Movement.
ED 141 326
- Motivation**
Academic Performance Related to Achievement Motive and Locus of Control.
ED 140 113
Is Unwanted Pregnancy Motivated?
ED 140 142
Stimulus-Seeking, Extraversion, and Neuroticism in Regular, Occasional, and Non-Exercisers.
ED 141 301
- Motivation Techniques**
The Effects of Competition and Social Reinforcement Upon Perceptual Motor Performance.
ED 141 332
Encouraging Young Authors and Young Readers.
ED 140 253
Teaching the Patterns of Life, Unit One: Consumer Education; Language Arts Program for Low Achievers, Grade 7. Revised Edition.
ED 140 315
A User-Driven Federally Supported System of School Improvement: Design Specifications.
ED 140 503
- Motor Development**
The Motor Domain and its Correlates in Educationally Handicapped Children.
ED 141 267//
Movement Precision and Amplitude as Separate Factors in the Control of Movement.
ED 141 326
Multivariate Model of Infant Competence.
ED 140 946
Towards a Theory of Selected Knowledge Acquisition Patterns Among Black Children.
ED 141 462

300 Subject Index

Motor Reactions

- Ischemic Nerve Block. ED 141 298

Motor Vehicles

- Automotive Body Repair. Performance Objectives. Basic Course. ED 139 950
Automotive Body Repair. Performance Objectives. Intermediate Course. ED 139 957
Tips on Car Care & Safety for Deaf Drivers. ED 140 074

Multicampus Districts

- Student Residence Location, College Service Areas, and Socio Economic Census Data of the San Jose Community College District. A Demographic Profile Based Upon the 1975 Special Census. ED 140 903

Multidimensional Scaling

- An Application of Multidimensional Scaling in the Collection on Qualitative Information for Decision Making. ED 140 790
Conjoint Scaling as a Decision Aide in Curriculum Development. ED 140 417

Multilingualism

- Models of Communication in Multilingual States. ED 140 631
Multilingual Education. ED 140 638

Multimedia Instruction

- Helping Leaders Help Youth. An Evaluation Report of a Program for Illinois Volunteer 4-H Leaders, 1973-75. ED 141 000

Multiple Choice Tests

- An Attempt to Classify and Evaluate Distractors in Tests of Listening and Reading Comprehension. ED 140 645
A Study of the I Don't Know Response in Multiple-Choice Tests. Iowa Testing Programs Occasional Papers, No. 5. ED 141 371

Multiple Employment

- Multiple Jobholders, May 1976. Special Labor Force Report 194. ED 139 982

Multiple Matrix Sampling

- Multiple Matrix Sampling Applied to Needs Analysis: An Introduction and Assessment of Efficacy. ED 140 007

Multiplication

- The Reliability of Using Peers in Drill Type Instruction. ED 140 577

Multiply Handicapped

- Development of a Milieu Intervention Program for Treatment of Emotionally Disturbed Deaf Children. ED 140 589
The Physical and Social Environment for Feeding the Severely and Profoundly Handicapped. ED 140 594

Multisite Schools

- Resource Allocation and Time Utilization in IGE and Non-IGE Schools. Technical Paper No. 410. ED 140 490

Museums

- An Evaluation of Visitor Response to "Man In His Environment." Final Report. ED 141 078
Learning Derived by Visitors to the Ohio Historical Center. ED 139 998

Music

- Black Stylization and Implications for Child Welfare. Final Report. ED 141 423

Music Activities

- Bilingual Education through Music. ED 141 473

Musical Instruments

- A Course of Study for Guitar I (Music I). ED 141 251

Music Education

- Computer Information Search and Retrieval: A Guide for the Music Educator. ED 140 846
A Course of Study for Guitar I (Music I). ED 141 251
Report on Teaching: Analysis of Some of the Most Notable Improvements in American Undergraduate Teaching. No. 4. ED 140 758

Mutual Intelligibility

- Models of Communication in Multilingual States. ED 140 631

Nampeyo (Daisy Hooee)

- Daisy Hooee Nampeyo, The Story of an American Indian. ED 140 997//

Narcotics

- A Survey of Substance Use Among Junior and Senior High School Students in New York State. Report No. 1: Prevalence of Drug and Alcohol Use, Winter 1974/75. ED 140 173

National Assessment of Educational Progress

- Measuring Educational Progress: A Study of the National Assessment. ED 140 228//
National Assessment of Educational Progress. Science Technical Report: Summary Volume. ED 141 135
Social Studies Skills and National Assessment. ED 141 237

National Coalition Against Censorship

- Rights in Conflict; A Report on the Annual Conference of the National Coalition Against Censorship (2nd, New York City, February 16, 1977). ED 140 370

National Competency Tests

- Social Studies Skills and National Assessment. ED 141 237

National Demography

- New Labor Force Projections to 1990. Special Labor Force Report 197. ED 140 020

National Health Insurance

- Maternal and Child Health Care Act--1976. Supplemental Hearing Before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Fourth Congress, Second Session on H.R. 12937, H.R. 14309, and H.R. 14822 (Identical Bills) and H.R. 14497. ED 140 944

National Institute of Education

- NIE's Role in Curriculum Development: Findings, Policy Options, and Recommendations. ED 140 401

National Level Internship Program

- Integration Through an Internship--Special Education and General Education. ED 140 463

National Libraries

- The Pahlavi National Library of the Future: A Summary of Its Origin, Its Planning, Its Objectives and Its Services. ED 140 803

National Longitudinal Study High School Class 1972

- National Longitudinal Study of the High School Class of 1972: First Followup Survey Design, Instrument Preparation, Data Collection and File Development. ED 141 406

National News Council

- NNC (National News Council) Appraises an Appraisal. ED 140 318

National Norms

- Verbal and Mathematical Ability of High School Juniors in 1974: A Norms Study of PSAT/NMSQT. Research Bulletin RB-76-27. ED 141 372

National Organizations

- Integration Through an Internship--Special Education and General Education. ED 140 463
NNC (National News Council) Appraises an Appraisal. ED 140 318

National Programs

- The Cooperative Approach in Rural Development. A National Strategy and Program Design. ED 140 993//
Educational Evaluation in Malaysia - Trends and Prospects. IIEP Seminar Paper 10. ED 141 376
Methodology for the Evaluation of Education Attainments; A Project of the IBRD and IIEP. IIEP Seminar Paper 2. ED 141 377
National Plan for Graduate Studies. ED 140 729
Proposal of a Working Idea for a National Academy for Leadership Development in Post-secondary Education. ED 140 703

National Recreation and Park Association

- Energy: Who's Doing What? ED 141 186

National Science Foundation

- Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975. ED 141 127
A Minor Miracle. An Informal History of the National Science Foundation. ED 141 130

National Surveys

- The 1972-73 Consumer Expenditure Survey. The Measure of Poverty, Technical Paper VIII. ED 141 428
Characteristics of Doctoral Scientists and Engineers in the United States, 1975. ED 141 181
Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977. ED 141 249
Doctorate Recipients from United States Universities. Summary Report 1976. ED 140 721
Enrollment at State Universities and Land-Grant Colleges Fall, 1976. ED 140 704
Evaluating the Provision of Employer Services: A Methodology. Final Report. ED 140 025
Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975. ED 141 127
Family Life Education in Canadian Schools. ED 141 228
How Is IGE Doing in the Elementary Schools? A Three-Year Survey of IGE Principals. ED 140 426
Measuring Educational Progress: A Study of the National Assessment. ED 140 228//
The National Energy Plan. Summary of Public Participation. ED 141 129
National Longitudinal Study of the High School Class of 1972: First Followup Survey Design, Instrument Preparation, Data Collection and File Development. ED 141 406
Private Industry Employment of Scientists and Engineers in 1975 Shows a 5-Year Decline. Science Resources Studies Highlights, May 25, 1977. ED 141 122

- Recent Enrollment Trends in U.S. Nonpublic Schools: Final Report to the National Institute of Education. ED 140 504

- Revenues and Expenditures for Public Elementary and Secondary Education, 1974-75. ED 140 402

- Salary Report #1. Principals and Assistant Principals. Administrative Information Report.

- ED 140 403
Salary Report #2. Principals and Assistant Principals. Administrative Information Report.
ED 140 382
A Tri-Level Study of Arts Education: Report to the "Arts, Education and Americans Panel."
ED 141 257
What the People Think About Their Schools: Gallup's Findings. Fastback Series No. 94.
ED 141 400
- Native Language**
Models of Communication in Multilingual States.
ED 140 631
- Native Speakers**
Developmental Aspects of the Ability to Understand Semantic Ambiguity.
ED 140 637
- Native Studies**
Curriculum Aid to Indian Studies. Thornlea Secondary School, Thornhill, Ontario.
ED 141 031
Indian Studies Program.
ED 141 008
Lakota Oral Literature.
ED 141 014
Lakota Social System.
ED 141 013
Reservation Economic Development. A Course in Small Business.
ED 141 015
Social Studies: Indians of Canada. Curriculum Unit on Indians of Canada for the Fifth Grade.
ED 141 030
Tribal Law and Development Policies.
ED 141 012
- Naturalistic Research**
Americans for and Effects of Utilizing Both Qualitative and Quantitative Analyses in a Naturalistic Research Project.
ED 140 000
- Natural Resources**
Americans for Indian Opportunity (AIO) Annual Report, 1975.
ED 141 024
A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.
ED 139 911
Economic and Political Exploitation of Marine Resources. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 235. [Project COAST].
ED 141 157
Hard Choices: Development of Non-Energy Non-Replenishable Resources. AIO Report No. 10.
ED 141 027
The Ocean: Source of Nutrition for the Future. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 305. [Project COAST].
ED 141 159
Real Choices in Indian Resource Development: Alternatives To Leasing. AIO Report-Billings Conference (Billings, Montana, January 30, 31, and February 1, 1975).
ED 141 025
- Navajo Nation**
Sovereignty: The Navajo Nation and Taxation.
ED 141 019
- Navajos**
Sovereignty: The Navajo Nation and Taxation.
ED 141 019
- Navy**
The 1976 Evaluation of the Navy's Alcohol Rehabilitation Programs.
ED 140 146
New Headings: Navy Alcoholism Prevention Program. Third Edition.
ED 140 145
- Needs Assessment**
The Adequacy of Health Care Among the Indian and Spanish Populations in Polk, Lincoln, Benton, Linn and Southwestern Portion of Marion Counties. A Public Opinion Perspective.
ED 141 048
AISOM (The American Indian School of Medicine), March 1977.
ED 141 026
- Career Education. Administrators and Counselors Implementation Model. Module VII—Develop and Implement Needs Assessment.
ED 140 050
Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume I: Executive Summary.
ED 141 042
Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume II: Migrant Population and Programs - Characteristics and Trends.
ED 141 043
A Definition of and Evaluation Design for Community Education Programs. Technical Assistance Outline.
ED 140 117
An Educational Needs Assessment for the Children of Florida's Migratory Agricultural Workers. Volume I: Executive Summary - A Summary of Findings and Recommendations.
ED 141 002
Establishing a Career Resource Center. Coordinator's Guide.
ED 140 197
Establishing a Career Resource Center.
ED 140 198
Harrison County Teacher Education Center Needs Assessment Survey: A Second Look.
ED 141 310
Higher Education and Social Change. Promising Experiments in Developing Countries. Volume I: Reports.
ED 140 745//
Mathematics Highlights Report, 1974-75. Louisiana State Department of Education Bulletin 1457.
ED 141 119
A Model (Based upon Open Systems Organizational Theory) for Continuous Educational Needs Assessment in Continuing Professional Education Programs.
ED 139 995
Montana English Teacher Preparation and Needs, 1973 State-Wide Survey. Interim Report.
ED 140 299
Multiple Matrix Sampling Applied to Needs Analysis: An Introduction and Assessment of Efficacy.
ED 140 007
Professional Development Plan, Lansing Community College, 1976-1977.
ED 140 923
QAM: A Competency Based Need Assessment Methodology and Computer Program.
ED 140 808
Report of an Assessment of the Educational Needs of Northern Albertans, 1976.
ED 140 998
Report on Urban and Rural Non-Reservation Indians (Task Force Eight: Urban and Rural Nonreservation Indians). Final Report to the American Indian Policy Review Commission. Committee Print.
ED 141 011
Responsiveness with Rigor: A Methodology for Diagnosis of Adult Education Needs through Ethnographic Research.
ED 139 991
A Study of Needs for Further Learning as Seen by Teachers of Secondary School Mathematics.
ED 141 353
A Study of Recipients of Federal Supplemental Benefits and Special Unemployment Assistance. Final Report.
ED 139 923
Title I, HEA Final Project Report. Identifying Environmental Education Needs and Post-Secondary Educational Resources: A Florida-Wide Cooperative Network [And] Environmental/Energy Education Needs Assessment Workshop. Conference Report [And] A Directory of Florida's Post Secondary Environmental Education Projects.
ED 141 259
Transportation Alternatives for the Physically Limited and Elderly.
ED 140 418
- Neglected Children**
Comprehensive Emergency Services: A System Designed to Care for Children in Crisis. Neglected and Abused by Their Family, Neglected and Abused by Their Community.
ED 140 550
Prediction and Prevention of Child Abuse and Neglect.
ED 140 533
Project Scan: School and Community Project for Abused and Neglected Children. Final Report.
ED 141 436
- Negotiation Agreements**
Directory of Bargaining Agents and Contracts in Higher Education. April 1, 1977.
ED 140 698
Handbook of Faculty Bargaining. Asserting Administrative Leadership for Institutional Progress by Preparing for Bargaining, Negotiating and Administering Contracts, and Improving the Bargaining Process.
ED 140 732//
- Negotiation Impasses**
Education and Collective Bargaining. Readings in Policy and Research.
ED 140 421//
From Impasse to "Lockout": Community College of Beaver County, September 1976. Special Report #30.
ED 140 907
Training Resource Manual for Impasse Procedures in Public School Negotiations.
ED 140 408
- Neighborhood**
Political Innovation and Institution-Building: The Experience of Decentralization Experiments.
ED 141 443
- Neonates**
Color Evoked Potentials in Adults and Infants.
ED 140 970
Differences in Brazelton Scale Performance Between Puerto Rican and North American White and Black Newborns.
ED 140 984
The Effects of High Risk Factors on Neonatal Behavior as Measured by the Brazelton Scale.
ED 140 972
Facilitating a Positive Interaction Between Parent and Infant in the Neonatal Intensive Care Unit.
ED 140 971
A Predictive Analysis of Early Parental Attachment Behavior.
ED 140 955
- Netherlands**
Dutch Preschool Education: A Right and Not a Privilege.
ED 140 974
- Nevada**
Proceedings of the Conference on Rural Health Services in Nevada (Reno, Nevada, January 17-18, 1974).
ED 141 028
- New England**
The Case of the Disappearing Ethnic.
ED 141 447
- New Hampshire**
Education Vouchers in New Hampshire. An Attempt at Free Market Educational Reform.
ED 140 392
- New Jersey**
9 Questions on New Jersey State Testing on Reading: Proceedings of the Spring 1975 Rutgers University Reading Conference.
ED 140 261
New Jersey Regulations and Standards for Certification. 22nd Edition.
ED 141 323
The Role of the "Y" as a Leisure Education Organization.
ED 140 023
- New Mexico**
Poder es Saber. Workshop: Developing a Bilingual Curriculum (New Mexico Highlands University, Las Vegas, New Mexico, June 1977).
ED 141 018
- Negative Attitudes**
The Relationships among Anomia, Attitude toward Adult Education, and Nonparticipation in Formal Adult Education Activities.
ED 139 999

302 Subject Index

Newsletters

- Futures Information Interchange Newsletter;
Vol. 3, No. 2, December 1976 [And] Vol. 4,
No. 1, April 1977. ED 141 246

News Media

- A Factor Analytic Study of the Credibility of
Newspaper and TV News. ED 140 334//
NNC (National News Council) Appraises an
Appraisal. ED 140 318
Observations on the Mass Media. ED 140 296//
Practices and Perceptions in School-Media
Relations in the Midwest. ED 140 286//
Presidential Press Conferences. ED 140 338
The Print Media and Equal Time. ED 140 323

New Social Studies

- The Era of the New Social Studies. ED 141 191

Newspaper Editors

- Reports on Standardized Economic Figures for
Small Newspapers and City Editors' Knowledge
about Their Audience. America Newspaper
Publishers Association News Research Bulletin,
No. 2. ED 140 349

Newspapers

- Basic Interaction: An Experiment in Improving
Its Quality and Quantity. ED 140 352
A Factor Analytic Study of the Credibility of
Newspaper and TV News. ED 140 334//
Observations on the Mass Media. ED 140 296//
The Print Media and Equal Time. ED 140 323
Professional Journalism Skills. ED 140 298
Reports on Standardized Economic Figures for
Small Newspapers and City Editors' Knowledge
about Their Audience. America Newspaper
Publishers Association News Research Bulletin,
No. 2. ED 140 349
The School Busing Controversy: 1970-75. ED 140 420//

News Reporting

- Practices and Perceptions in School-Media
Relations in the Midwest. ED 140 286//
Professional Journalism Skills. ED 140 298

News Writing

- Professional Journalism Skills. ED 140 298

New York

- Amendments to Regulations of the Commission
of Education Pursuant to Section 207 of
the Education Law. Part 80: Teachers Cer-
tificates. ED 141 357
A Directory of Library Systems in New York
State. ED 140 862
A Report by the Board of Regents to the
Governor and Legislature on State Student
Financial Aid Programs. ED 140 696

New York (Bronx)

- Bilingual-Bicultural Program at C.S. 77, 1975-
76. ED 141 477

New York (Clinton County)

- Rural Development: A Pilot Project in Clinton
County, New York. ED 141 060

New York (New York)

- Handicapped Children Component: Remedial
Services, Non-Public Schools. School Year
1974-75. ED 141 442
Homework Helper Component. Evaluation
Period School Year 1974-75. ED 141 441

- Lenox Hill Neighborhood School Camp Pro-
gram; School Year 1975-1976. ED 141 481

- Reading and Language, School Year 1975-
1976. ED 141 484

Nigeria

- Outreach: University's Concern for Communi-
ties Around It. ED 140 072

Nondiscriminatory Tests (Handicapped)

- The Search for Cognitive Giftedness in Excep-
tional Children. ED 140 563

Nonfiction

- The Life and Times of...Women. A Bibliog-
raphy of Women's Biographies for Use in Vari-
ous Secondary School Curricular Areas. ED 141 247

Nonformal Education

- Nonformal Education and Social Change in
Latin America. UCLA Latin American Studies,
Volume 35. ED 141 204

Noninstructional Responsibility

- An Analysis of Factors which Led to the
Dominance of Scholarship as Compared with
Teaching and Outreach Activities in Land
Grant Institutions. ED 139 996

- Compensation for Overload and Extra Contrac-
tual Services. Collective Bargaining Perspec-
tives Volume 2, Number 5. ED 140 711

Nonmetropolitan Areas

- Demographic Norms for Metropolitan, Non-
metropolitan and Rural Counties. Mental
Health Demographic Profile System Working
Paper No. 24, July 1975. ED 141 010

Nonmigrants

- Choices Not Circumstances: An Educational
Needs Assessment for the Children of
Arizona's Migratory Agricultural Workers.
Volume III: Educational Assessment. ED 141 044

Non Nutritious Foods

- Availability of Non-Nutritious Foods in Alberta
Schools. Research Bulletin 77-1. ED 140 452

Nonreservation American Indians

- Report on Urban and Rural Non-Reservation
Indians (Task Force Eight: Urban and Rural
Nonreservation Indians). Final Report to the
American Indian Policy Review Commission.
Committee Print. ED 141 011

Nonresident Students

- Rural Community Colleges: A Pennsylvania
Case Study. ED 140 875

Nonstandard Dialects

- Effecting Bidialectal Shift in Speakers on Non-
standard English through a Sequenced Curricu-
lum. ED 140 311//

Nontraditional Education

- Handbook on Accreditation. 1977 Revision.
ED 140 690

Nontraditional Students

- A Descriptive Study of the Cognitive Style of
Field Dependence-Independence in the New
Student Population in the Community College. ED 140 873

Nonverbal Communication

- Developing Communication Skills and Program
Strategies in Career Guidance for Ethnic
Minorities. Coordinator's Guide. ED 140 203

- Developing Communication Skills and Program
Strategies in Career Guidance for Ethnic
Minorities. ED 140 204

- The Effect of Illustrations on Children's Non-
verbal Responses to Literature. ED 140 332

- The Image of the Candidates: A Communica-
tion Analysis of the Ford/Carter Debates I, II,
and III. ED 140 359

- Less Eye Contact When Closer? Depends Upon
Your Partner's Sex. ED 140 185

- Sequential Analysis of Visual and Verbal
Behavior During Dyadic Conversation. ED 140 141

Normalization (Handicapped)

- Development of a Milieu Intervention Program
for Treatment of Emotionally Disturbed Deaf
Children. ED 140 589

- Modifying Regular Vocational Programs and
Developing Curriculum Materials for the Voca-
tional Education of the Handicapped. Progress
Report 1976. ED 140 541

- The Teen-Age Years: A Time to Declare Inde-
pendence. ED 140 576

Norm Referenced Tests

- The Use of Congruence between the Items in a
Norm-referenced Test and the Content in
Compensatory Education Curricula in the
Evaluation of Achievement Gains. ED 141 395

Norms

- ICA Communication Audit Survey Instrument:
1977 Organizational Norms. ED 140 375

North Carolina

- The Educational Development Officer--A New
Staff Development Concept in the Community
College and Technical Institute. ED 140 017

- The Effectiveness of Three Media in Dis-
seminating Basic Information to Low Income
Families. ED 141 004

- Guidelines for Transfer. Recommendations of
the Joint Committee on College Transfer Stu-
dents. ED 140 722

- Recent Population Trends in North Carolina
and the Southern Region: 1970-1975. Progress
Report Soc. 64, 1977. ED 141 020

North Carolina (Northeast)

- A Test of the Homogeneity Thesis of the Cul-
ture of Poverty Theory: Characteristics of Dis-
advantaged Farm Families. Tech. Bul. No. 248,
December 1975. ED 141 009

North Dakota

- A Study of the Reading Proficiency of Fourth
Grade Children in North Dakota with Special
Emphasis on the Disabled Reader. ED 140 239//

Northeast Academic Science Information

- Center
Northeast Academic Science Information
Center (NASIC). Final Report. ED 140 850

Nova University

- Participants' Progress: The First Five Years. A
Status Report on Candidates in the National
Ed.D. Program for Educational Leaders. ED 141 276

Novels

- 1976 Retrospect...: Proceedings of Children's
Literature Institute (5th, University of Toledo,
Summer, 1976). ED 140 345

- Applying a Schema for Studying the Instructive
Techniques Employed by Authors of Four
Novels for Adolescents. ED 140 300//

Nuclear Power Plants

- Thermal Pollution by Nuclear Power Plants. A
Learning Experience for Coastal and Oceanic
Awareness Studies, No. 320. [Project COAST].
ED 141 165

Numbers

- Laboratory Mathematics. Curriculum Booklet 6
- Number Theory. ED 141 172

Number Systems

- Relating Field Independence and a Discovery Approach to Learning Mathematics: A Trait-treatment Interaction Study. ED 141 077

Nurses

- The Doctorally Prepared Nurse. Report of Two Conferences on the Demand for and Education of Nurses with Doctoral Degrees. ED 140 687

Nursing

- Nursing Education in High Blood Pressure Control. Report of the Task Force on the Role of Nursing in High Blood Pressure Control. ED 140 036

Nursing Homes

- Enhancing the Lives of Nursing Home Patients through Reading Activities. ED 140 274

Nutrition

- The Effectiveness of Three Media in Disseminating Basic Information to Low Income Families. ED 141 004
Feeding the Preschool Child: Documents Issued by PAG Ad Hoc Working Group Meetings (1969-1975). ED 140 968
Food Plans for Poverty Measurement. The Measure of Poverty, Technical Paper XII. ED 141 431
The National Advisory Committee on Hyperkinesia and Food Additives. Report to the Nutrition Foundation. ED 140 512
Nutrition, Weight Control, and Exercise. ED 141 286//
The Vegetable Bowl. Research Monograph No. 13. ED 141 134
The Vegetable Bowl. [Student Booklet]. ED 141 132
The Vegetable Bowl. Teacher's Guide. ED 141 133

Nutrition Instruction

- Availability of Non-Nutritious Foods in Alberta Schools. Research Bulletin 77-1. ED 140 452

Obesity

- Obesity and Psychoanalysis. ED 140 133

Objectives

- Translating Goals into Measurable Objectives: Research Studies and Practical Procedures. ED 140 688

Observation

- Children's Motor Behavior Under Conditions of Parental Observation. ED 141 365
Observational Techniques for Use by Special Educators in Assessing Students with Learning Disabilities. ED 140 590
Parental Teaching Strategies: A Review of Selected Observational Studies. ED 140 934

Observational Learning

- The Influence of Modeling on Children's Creative Performance. ED 140 322

Occupational Aspiration

- The Career Pathways, Attitudes and Aspirations of Professional Women in Higher Education Institutions in West Berlin, Germany. A Replication of a Study Carried Out in Washington, D.C. by Gloria Freeman. ED 140 005
The Factors Underlying Sex Role Perception and Their Implications for Educators and Counselors. ED 140 122
Social Origin and Attitudinal Perception in the Dynamics of Occupational Achievement Orientation. ED 141 063

Occupational Choice

- Air and Life. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 223. [Project COAST]. ED 141 151
Imaging Futuristic Career Guidance Programs. ED 141 151

- Imaging Futuristic Career Guidance Goals. Coordinator's Guide. ED 140 195
Imaging Futuristic Career Guidance Goals. ED 140 196

Occupational Clusters

- Career Bibliography. A Guide to Free and Inexpensive Occupational Information. ED 140 065

Occupational Guidance

- Applicability of the SIGI Occupational Data Base to NTID's Curriculum Research and Career Counseling Needs. ED 140 016
Career Education: The Consultant Approach. ED 140 033
Community College Career Counseling and Computer Use. Sabbatical Report, Spring 1976. ED 140 136
Comprehensive Career Guidance Programs for Secondary Schools. ED 140 038
Conducting Follow-Up and Follow-Through Programs. Planning Pre-Employment Programs, Module 4. ED 140 211
Conducting Job Development Programs. Planning Pre-Employment Programs, Module 2. ED 140 209
Conducting Job Placement Programs. Planning Pre-Employment Programs, Module 3. ED 140 210
Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. ED 140 200
Planning Pre-Employment Programs. Conducting Job Development Programs, Job Placement Programs, Follow-Up and Follow-Through Programs. Coordinator's Guide. ED 140 207
Planning Pre-Employment Programs, Module 1. ED 140 208
Providing Career Guidance for Young Women. Coordinator's Guide. ED 140 201
Providing Career Guidance for Young Women. ED 140 202

Occupational Home Economics

- Child Care Services Guide. Performance Objectives. Criterion Measures. Home Economics. ED 139 934
Child Care Services Handbook. ED 139 971
Orientation to Home Economics Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 975

Occupational Information

- Career Bibliography. A Guide to Free and Inexpensive Occupational Information. ED 140 065
A Continuation of the Demonstration of Computerized Occupational Information Dissemination in Four Urban Community Colleges. ED 140 149
Counselor's Information Service: A Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Volume Number 4. ED 140 147

Occupational Tests

- Professional Licensing and Certification: Part I, Current Status and Methodological Problems of Validation. Part II, Analysis of Testing Procedures and Their Implementation for Practice. ED 141 380

Ocean Currents

- The "RA" Expeditions: The Archaeological and Anthropological Background. The "RA" Expeditions: The Coriolis Effect. The "RA" Expeditions: The Papyrus Reed. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 211, 212, 213. [Project COAST]. ED 141 147

Oceanology

- Air and Life. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 223. [Project COAST]. ED 141 151

- A Comparative Study of Clam and Squid. Biting Flies of the Coastal Region. Diatoms: Nature's Aquatic Gems. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 227, 231, 232. [Project COAST]. ED 141 154

- Economic and Political Exploitation of Marine Resources. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 235. [Project COAST]. ED 141 157

- Language Arts Activities to Supplement COAST Learning Experiences. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 5. [Project COAST]. ED 141 140

- Marine and Environmental Studies Field Manual. ED 141 175

- Marshes: Nature's Bounty. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 230. [Project COAST]. ED 141 155

- Measuring Dissolved Oxygen Quantitatively. Collecting and Cultivating Marine Bacteria. To Recognize, Record, and Analyze Characteristics of a Sandy Beach Environment. Quantitative and Qualitative Analysis of Phosphate in Water. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 307, 309, 310, 313. [Project COAST]. ED 141 160

- Microfossils from the Local Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 219. [Project COAST]. ED 141 150

- The Moon, the Sun, and Tides. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 214. [Project COAST]. ED 141 148

- The Muskrat. The Not-So-Common Oyster. The Horseshoe Crab. The Blue Crab. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 108, 109, 111, 201. [Project COAST]. ED 141 143

- Observing Starfish-The Water Vascular System. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 224. [Project COAST]. ED 141 152

- The Ocean: Source of Nutrition for the Future. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 305. [Project COAST]. ED 141 159

- Pesticides and the Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 237. [Project COAST]. ED 141 158

- The "RA" Expeditions: The Archaeological and Anthropological Background. The "RA" Expeditions: The Coriolis Effect. The "RA" Expeditions: The Papyrus Reed. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 211, 212, 213. [Project COAST]. ED 141 147

- The Rocky Shore. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 225. [Project COAST]. ED 141 153

- Salinity Changes in a Tidal River. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 308. [Project COAST]. ED 141 161

- Sea Floor Spreading. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 302. [Project COAST]. ED 141 156

- Sea World Curriculum Guide. Program Theme: Adaptations K-3. ED 141 083

- Sea World Curriculum Guide. Program Theme: Adaptations 4-8. ED 141 084

- Sea World Curriculum Guide. Program Theme: Behavior K-3. ED 141 085

- Sea World Curriculum Guide. Program Theme: Behavior 4-8. ED 141 086

- Ships and Seaways. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 105. [Project COAST]. ED 141 142

304 Subject Index

- Ships Through the Ages. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 110. [Project COAST].
ED 141 144
- Simulation Game: Superport. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 311. [Project COAST].
ED 141 162
- Thermal Pollution by Nuclear Power Plants. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 320. [Project COAST].
ED 141 165
- Utilization of Estuarine Organisms by the Indians. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 210. [Project COAST].
ED 141 146
- Water for Fun. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 104. [Project COAST].
ED 141 141
- What Is Physical Oceanography? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 217. [Project COAST].
ED 141 149
- Where Have All the Menhaden Gone? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 209. [Project COAST].
ED 141 145
- Office Machines**
- Business Machine Maintenance. Performance Objectives. Intermediate Course.
ED 139 930
- Business Machine Maintenance. Performance Objectives. Basic Course.
ED 139 931
- Machine Accounting. An Instructor's Guide.
ED 140 068
- Office Occupations Education**
- Machine Accounting. An Instructor's Guide.
ED 140 068
- Office Update. A Course Guide for Adult Business Education Teachers.
ED 139 981
- Officer Personnel**
- A Study of the Army's Advanced Civilian Schooling Programs.
ED 140 755
- Official Languages**
- Models of Communication in Multilingual States.
ED 140 631
- Ohio**
- Three-Site Evaluation for Career Development Projects.
ED 139 908
- Oil**
- Fossil Energy: Oil.
ED 141 187
- Oklahoma**
- Teacher Education, Certification and Assignment Handbook.
ED 141 304
- Older Adults**
- 1975-76 Youth Conferences on Older Americans. A Report to the President of the United States for Older Americans Month.
ED 140 171
- Action on Aging Legislation in 94th Congress. Prepared by the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, Second Session. Committee Print.
ED 140 148
- Communication and the Elderly Patient.
ED 140 132
- Education and Training in Aging: Hearings before the Select Committee on Aging, House of Representatives, Ninety-Fourth Congress, Second Session, March 3-4, 1976.
ED 140 012
- The Effects of Presentation Variables Upon Clustering and Recall Performance in the Elderly.
ED 140 119
- How to Get Those "Extras" Out Of Retirement Living. A Course of Study Designed for Public School Continuing Education Programs.
ED 140 177
- Project Elderly. Interim and Final Reports.
ED 140 176
- Studies in Income Distribution. Internal Rates of Return to Retired Worker-Only Beneficiaries under Social Security, 1967-70. No. 5.
ED 140 058
- Transportation Alternatives for the Physically Limited and Elderly.
ED 140 418
- Older Americans Act**
- Action on Aging Legislation in 94th Congress. Prepared by the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, Second Session. Committee Print.
ED 140 148
- Training Needs in Gerontology; Hearing before the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, First Session. Part 3--Washington, D.C.
ED 140 013
- One Parent Family**
- The Father's Adjustment as a Single Parent.
ED 140 165
- One Teacher Schools**
- Are the One-Teacher Schools Passing? 18 Years of History. Pamphlet No. 92.
ED 141 051
- Educational Achievements of One-Teacher and of Larger Rural Schools. Bulletin, 1928, No. 15.
ED 141 052
- The One-Teacher School - Its Midcentury Status. Circular Number 318.
ED 140 992
- On Line Systems**
- The Effect of Document Ranking on Retrieval System Performance: A Search for an Optimal Ranking Rule.
ED 140 860
- The Use of Passwords for Controlled Access to Computer Resources. Computer Science & Technology.
ED 140 815
- Ontario**
- Approaches to Semestering. Secondary School Organization: Some Current Alternatives.
ED 140 399//
- Assessment of Student Achievement. A Survey of the Assessment of Student Achievement in Ontario.
ED 141 403//
- The Complex Society; Its Implications for School Boards.
ED 140 487//
- Constructive Partnership: A University Perspective. The Report from the Special Committee on the Interface Study.
ED 140 715
- Educational Perspectives: A Survey of 10,000 Ontario Students, Teachers, and Parents.
ED 141 401//
- The Education of Adolescents in Remote Areas of Ontario.
ED 141 005//
- Effectiveness of the Revised Ontario School Record System.
ED 141 402//
- The Impact of Semestering on Selected Secondary Schools in Ontario. Semestering in Secondary Schools.
ED 140 488//
- The Junior Kindergarten Study.
ED 140 938//
- Ontario Council on University Affairs. Third Annual Report. March 1, 1976 to February 28, 1977.
ED 140 686
- Sick Leave Gratuities and Resultant Liabilities.
ED 140 398//
- Ontario School Record System**
- Effectiveness of the Revised Ontario School Record System.
ED 141 402//
- On the Job Training**
- The Imaginative Uses of Closed Circuit Television in the Training of Staff and Managers. Case Studies Collected and Edited for the Association for Programmed Learning and Educational Technology.
ED 140 785
- Open Education**
- A Case Study of the Implementation of an Integrated Language-Experience Approach in an Elementary School.
ED 140 308//
- Differential Use of the Open Classroom: A Study of Exploratory and Cautious Children. Final Report.
ED 140 953
- Open School Evaluation System.
ED 140 448//
- Open Enrollment**
- Bronx Community College: National Project II Associate. Final Report for the Fund for the Improvement of Postsecondary Education.
ED 141 470
- Writing an Original Research Paper Involves an Ability to Perform.
ED 140 331
- Open Systems Approach**
- Institutional Analysis and Planning in Higher Education.
ED 140 693
- Operant Conditioning**
- Classroom Management and Module.
ED 141 272
- Getting It Out, Getting It Down: Adapting Zoellner's Talk-Write.
ED 140 354
- Teaching Language to Autistic Children.
ED 140 543
- Oral English**
- Bilingual-Bicultural Program at C.S. 77, 1975-76.
ED 141 477
- A Comparison of Certain Structural Characteristics of Language Selections Representing Both Oral and Written Thought and Purpose.
ED 140 301//
- Oral English Language Assessment of First Grade Children in Bilingual Bicultural Education: Emphasis on Phonology and Syntax.
ED 140 285//
- Speaking Black and Reading Standard (English).
ED 140 221
- Oral History**
- An Experimental English 1002 Course.
ED 140 327
- Options in Education, Program No. 80, May 30, 1977. Learning from the Past: Oral History. Program Transcripts of a Weekly Series Broadcast by Member Stations of National Public Radio.
ED 141 256
- Oral Reading**
- Effect of a Combined Celeration - Error Analysis: Procedure on Oral Reading Performance.
ED 140 570
- Reading in Different Kinds of Australian Children.
ED 140 269
- The Relationship of Eye-Voice Span to Reading Ability and Readability.
ED 140 267
- Six Case Studies in Learning to Read.
ED 140 247//
- A Study of the Effects of Teacher Oral Reading of Children's Literature on the Listening and Reading Achievement of Grade Four Students.
ED 140 246//
- Oregon**
- The Adequacy of Health Care Among the Indian and Spanish Populations in Polk, Lincoln, Benton, Linn and Southwestern Portion of Marion Counties. A Public Opinion Perspective.
ED 141 048
- Elementary-Secondary Guide for Oregon Schools. Part II: Suggestions.
ED 140 441
- Graduation Requirements Guidelines, Revised. Prepublication Draft.
ED 140 442
- A Point of Pride: The University of Portland Story.
ED 140 748//
- From Procession to Profession: An Historical Case Study in the Governance of Teacher Education.
ED 141 307

Organization

Obstacles to Innovation Within the University Organization. Current Project. R & D for Higher Education.

ED 140 756

Power and Authority in British Universities.

ED 140 742//

Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas. Being Chapter V of Volume I of the Biennial Survey of Education in the United States: 1934-36. Bulletin, 1937, No. 2 (Advance Pages)

ED 141 054

Organizational Change

Approaches to Semestering. Secondary School Organization: Some Current Alternatives.

ED 140 399//

The Impact of Collective Bargaining Upon the Principal.

ED 140 414

Political Innovation and Institution-Building: The Experience of Decentralization Experiments.

ED 141 443

Using Survey Feedback in a Small Alternative High School. Research and Development Memorandum No. 148.

ED 140 437

Organizational Climate

Organizational Processes in Education: Careers and Organizational Demography in Education.

ED 140 726

Role-Making Processes and University Administration. Final Report.

ED 140 725

Organizational Communication

Budget/Finance Campaigns: You Can't Afford to Lose.

ED 140 428

Handbook of Institutional Advancement. A Practical Guide to College and University Relations, Fund Raising, Alumni Relations, Government Relations, Publications, and Executive Management for Continued Advancement.

ED 140 749//

ICA Communication Audit Survey Instrument: 1977 Organizational Norms.

ED 140 375

Training Undergraduates in Organizational Communication.

ED 140 371

Organizational Development

Academic Departments: Problems, Variations, and Alternatives.

ED 140 751//

Obstacles to Innovation Within the University Organization. Current Project. R & D for Higher Education.

ED 140 756

Organizational Processes in Education: Careers and Organizational Demography in Education.

ED 140 726

Redefining the Systems Space in Education.

ED 141 277

Renewing Liberal Arts Colleges. Identifying, Planning, Implementing, and Assessing Institutional Renewal. Report of the Project on the Assessment of Institutional Renewal.

ED 140 712

Using Survey Feedback in a Small Alternative High School. Research and Development Memorandum No. 148.

ED 140 437

Organizational Effectiveness

Nine for Equality Under Law: Civil Rights Litigation. A Report to the Ford Foundation

ED 141 458

Structures for Organizational Effectiveness Criteria and Their Implications.

ED 140 124

Organizational Theories

A Collective Bargaining Research Agenda: Hypotheses and Methods.

ED 140 413

"Loose Coupling" and the School Administrator: Some Recent Research Findings.

ED 140 436

A Model (Based upon Open Systems Organizational Theory) for Continuous Educational Needs Assessment in Continuing Professional Education Programs.

ED 139 995

Redefining the Systems Space in Education.

Theoretical Approaches to the College Environment.

ED 140 689

Organizations (Groups)

Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Summary. Final Report.

ED 140 394

Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Final Report. Volumes I and II.

ED 140 395

Coordination: A Conceptual Model and Practical Consideration.

ED 140 460

Energy: Who's Doing What?

ED 141 186

Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume 2, Interim Final Report.

ED 140 682

Nearly... Everything You've Always Wanted to Know About the Gifted and Talented.

ED 140 553

Orthopedically Handicapped

Individually Prescribed Program of Instruction for Pupils Who Are Orthopedically Handicapped.

ED 140 558

Orton (Samuel)

An Interdisciplinary Journal of Specific Language Disability. Volume 25.

ED 140 241

Outcomes of Education

Translating Goals into Measurable Objectives: Research Studies and Practical Procedures.

ED 140 688

Outdoor Education

Directory of Outdoor Education Degree Programs in Higher Education.

ED 140 994

A Review of Research and Evaluation Literature on Outward Bound and Related Educational Programs.

ED 141 039

Team Reconnaissance: A Process for Involving Teachers in the Preplanning of Experiential Education Projects.

ED 141 021

Outreach Programs

Outreach: University's Concern for Communities Around It.

ED 140 072

Seattle Community Learning Center Demonstration Project. Final Report.

ED 140 849

Overpopulation

An Address on the Population Problem: Address to the Massachusetts Institute of Technology.

ED 141 241

Our World. CEM Topic Folder No. 3.

ED 141 206

Pacing

A Self-Paced Writing Course at Georgia Tech: Building a Logical Sequence of Units in Rhetoric.

ED 140 304

Pahlavi National Library

The Pahlavi National Library of the Future: A Summary of Its Origin, Its Planning, Its Objectives and Its Services.

ED 140 803

Pakistan

On Cognition and Social Change: A Report from a Pilot Study Regarding the Effect of Schooling on Cognitive Growth and Attitudes towards Social Change in Pakistan. Reports from the Institute of Education, University of Goteborg, No. 57.

ED 141 198

Paperback Books

Are Paperbacks Magic?

ED 140 324

Paraprofessional School Personnel

The Paraprofessional in Special Education.

ED 140 582

Parental Background

Acquisition of Conservation in Ghanaian Children.

ED 140 947

Parent Attitudes

Educational Perspectives: A Survey of 10,000 Ontario Students, Teachers, and Parents.

ED 141 401//

Elementary Magnet Plan Evaluation, 1975-76.

ED 140 496

General Report of the Alberta School Discipline Study, 1975-76.

ED 140 454

Inner City Parents Attended Mathematics Classes - Why?

ED 141 123

Open School Evaluation System.

ED 140 448//

A Predictive Analysis of Early Parental Attachment Behavior.

ED 140 955

Relationships between Affective Measures and Reading Success of Low Income Black Children.

ED 140 230//

Studies in Education.

ED 141 347

Parent Child Relationship

Aspects of Compliance in a Reciprocal Family System.

ED 140 127

The Development of Social Interchange Patterns from 12-42 Months: Cross-Sectional and Short-Term Longitudinal Analyses.

ED 140 933

Effects of a Mother-Infant Program on Positive Feelings of New Mothers: A Pilot Investigation.

ED 140 949

Facilitating a Positive Interaction Between Parent and Infant in the Neonatal Intensive Care Unit.

ED 140 971

The Father's Adjustment as a Single Parent.

ED 140 165

Multivariate Model of Infant Competence.

ED 140 946

Parental Teaching Strategies: A Review of Selected Observational Studies.

ED 140 934

Parent-Child Relationships Parental Role Models and Reference Others--Their Joint Impact on Juvenile Delinquency.

ED 140 107

A Predictive Analysis of Early Parental Attachment Behavior.

ED 140 955

Project Scan: School and Community Project for Abused and Neglected Children. Final Report.

ED 141 436

The Social Context of Mother-Infant Relations: A Study of Home Based Education.

ED 140 986

Towards a Theory of Selected Knowledge Acquisition Patterns Among Black Children.

ED 141 462

Training Parents of Learning Disabled Children in Facilitative Communication Skills.

ED 140 292//

Parent Conferences

What Parents of the Learning Disabled Really Want to Get from Professionals.

ED 140 542

Parent Counseling

What Parents of the Learning Disabled Really Want to Get from Professionals.

ED 140 542

Parent Education

An Attempt at Parent Education Through a Lecture-Discussion Series.

ED 140 959

Desirable Teaching Behaviors--Tasks and Task Planning.

ED 141 361

Education in Action, School Year 1975-1976.

ED 141 480

Effects of a Mother-Infant Program on Positive Feelings of New Mothers: A Pilot Investigation.

ED 140 949

Florida Follow Through.

ED 141 363

Inner City Parents Attended Mathematics Classes - Why?

ED 141 363

- ED 141 123
Leadership Training for Policy Advisory Committees. Conducting Business Meetings Effectively.
- ED 141 359
Learning Resources Center: Increasing Parent Competence.
- ED 140 942
Parent-Generated Home-School Activities.
- ED 141 360
Studies in Education.
- ED 141 347
T.E.A.T.H. Program, English as a Second Language (School Year 1975-1976).
- ED 141 491
Training Parents of Learning Disabled Children in Facilitative Communication Skills.
- ED 140 292//
- Parent Influence**
Children's Motor Behavior Under Conditions of Parental Observation.
- ED 141 365
Some Relationships between Maternal Variables, Reading Achievement and I.Q. for Low SES Black First Graders.
- ED 140 273
- Parent Participation**
Doing Something About Educational Failure: A System for Educational Improvement Through Community Involvement.
- ED 140 449//
The Follow Through Planned Variation Experiment: What is the Pay-Off?
- ED 141 449
Reading in Virginia, 1977; Volume 5.
- ED 140 277
Report on the Parent-Professional Forum: Education Day.
- ED 140 552
The Social Context of Mother-Infant Relations: A Study of Home Based Education.
- ED 140 986
Stimulating Parent Involvement in Remedial Reading Programs: Strategies and Techniques.
- ED 140 245
Student-Parent Activities Center, June 1976.
- ED 141 487
- Parent Resources**
Get Up and Grow: A Handbook for Parents of Babies with Special Problems at Birth.
- ED 140 513
Nearly... Everything You've Always Wanted to Know About the Gifted and Talented.
- ED 140 553
The Parent's Manual: A Manual of Supplementary Activities for Homebound Children with Severely Handicapping Conditions.
- ED 140 562
- Parent Role**
Community-Involvement Pre-School, Developmental Program.
- ED 140 574
The Father's Adjustment as a Single Parent.
- ED 140 165
Get Up and Grow: A Handbook for Parents of Babies with Special Problems at Birth.
- ED 140 513
Parent-Child Relationships: Parental Role Models and Reference Others--Their Joint Impact on Juvenile Delinquency.
- ED 140 107
- Parents**
Learning Resources Center: Increasing Parent Competence.
- ED 140 942
Parental Teaching Strategies: A Review of Selected Observational Studies.
- ED 140 934
The Parent's Manual: A Manual of Supplementary Activities for Homebound Children with Severely Handicapping Conditions.
- ED 140 562
- Parent School Relationship**
Desirable Teaching Behaviors--Tasks and Skill Planning.
- ED 141 361
Inner City Parents Attended Mathematics Classes - Why?
- ED 141 123
Student-Parent Activities Center, June 1976.
- ED 141 487
Summary of the Early Childhood Services Task Force on Teacher Competence.
- ED 141 294
- Parent Teacher Cooperation**
Parent-Generated Home-School Activities.
- ED 141 360
Stimulating Parent Involvement in Remedial Reading Programs: Strategies and Techniques.
- ED 140 245
Summary of the Early Childhood Services Task Force on Teacher Competence.
- ED 141 294
- Park Design**
Creative Administration in Recreation and Parks.
- ED 141 343//
Park Planning Handbook. Fundamentals of Physical Planning for Parks and Recreation Areas.
- ED 141 279//
- Parks**
Creative Administration in Recreation and Parks.
- ED 141 343//
Leisure Services: The Organized Recreation and Park System. Fifth Edition.
- ED 141 280//
Park Planning Handbook. Fundamentals of Physical Planning for Parks and Recreation Areas.
- ED 141 279//
- Parliamentary Procedures**
Leadership Training for Policy Advisory Committees. Conducting Business Meetings Effectively.
- ED 141 359
- Parochial Schools**
Private Elementary and Secondary Education: A Bibliography of Selected Publications (1950-1974).
- ED 140 498
- Participant Characteristics**
Summary of Research Findings on the Military General Educational Development Program. Final Report.
- ED 139 986
WIN in 1976. The Work Incentive Program. Seventh Annual Report to the Congress on Employment and Training Under Title IV of the Social Security Act. July 1, 1975-June 30, 1976.
- ED 139 988
- Participant Involvement**
A Modified Delphi Technique for Obtaining Consensus on Institutional Research Priorities. Research Brief.
- ED 140 912
- Participant Satisfaction**
Adult Basic Education Follow-Up Study.
- ED 139 997
Completion Rates for Education and Training under the Vietnam Era GI Bill. A Study Submitted by the Veterans' Administration to the Committee on Veterans' Affairs, United States Senate. Ninety-Fourth Congress, 2nd Session. Senate Committee Print No. 48.
- ED 139 917
Springboards to Learning. Career Guidance Institute (August 18-27, 1976). Final Report.
- ED 140 054
- Participation**
Formal Participation and Control in Community Colleges.
- ED 140 898
- Part Time Jobs**
The Effect of Employment on the Grades of Students in Associate Degree Programs at Forsyth Technical Institute.
- ED 140 911
- Part Time Students**
Collegiate Enrollments in American 2-Year Institutions, 1975-76: Statistics, Interpretations, and Trends. ACT Special Report Eighteen.
- ED 140 901
- Patients (Persons)**
Communication and the Elderly Patient.
- ED 140 132
- Pattern Recognition**
Sensitivity to Visual Structure.
- ED 140 939
- Payroll Tax Algorithm**
Studies in Income Distribution. Estimation of Social Security Taxes on the March Current Population Survey. No. 4.
- ED 140 057
- Peabody Language Development Kit**
Language Training for Trainable Mentally Retarded Children: ITPA, Peabody, and Distar Techniques.
- ED 140 527
- Peer Groups**
Adolescent Peer Group Identifications and the Status Attainment Process.
- ED 140 108
- Peer Relationship**
The Development of Social Interchange Patterns from 12-42 Months: Cross-Sectional and Short-Term Longitudinal Analyses.
- ED 140 933
An Ethnographic Analysis of the Language Use Patterns of Bilingually Schooled Children. Working Papers on Bilingualism, No. 13.
- ED 140 664
Ethological Perspectives on Preschool Social Organization.
- ED 140 976
Issues in the Measurement of Contextual Effects: Homogeneity of Associations and Multiple Reference Populations.
- ED 141 419
A Training Model for Peer Tutoring with Mentally Retarded Individuals.
- ED 140 575
- Peer Teaching**
Getting It Out, Getting It Down: Adapting Zoellner's Talk-Write.
- ED 140 354
Peer Tutorial Models.
- ED 140 592
The Reliability of Using Peers in Drill Type Instruction.
- ED 140 577
Small Group Triad: An Instructional Mode for the Teaching of Writing.
- ED 140 321
A Training Model for Peer Tutoring with Mentally Retarded Individuals.
- ED 140 575
- Pendleton Project**
A Diagnostic/Prescriptive System to Aid in the Treatment of Behavioral Disorders.
- ED 140 597
Interagency Outclient Service Delivery to Young Children and Their Families.
- ED 140 596
The Pendleton Project: Semi-Annual Narrative Report, July 12, 1976.
- ED 140 134
The Pendleton Project: Semi-Annual Narrative Report, January 10, 1977.
- ED 140 135
Residential Behavior Therapy Treatment as an Intensive Care Approach to the Development of Community Competence.
- ED 140 598
- Pennsylvania**
Getting Started: A Guide to Writing Your Own Curriculum. The Pennsylvania Guide for Instructional Improvement through Career Education. Organizational Volume.
- ED 139 927
The Preparation and Occupational Pursuits of Elementary, Secondary and Ungraded Teachers 1974-75.
- ED 141 349
Scope of Collective Bargaining in Pennsylvania Community Colleges.
- ED 140 889
- Pennsylvania (Philadelphia)**
Models in Bilingual-Bicultural Education: the Community College of Philadelphia Experience.
- ED 141 461
- Pennsylvania Educational Quality Assessment**
Input-Output Analysis in Public Education.
- ED 140 425//
- Percentage**
Laboratory Mathematics. Curriculum Booklet V - Percent.

- Perception**
A Conceptual Derivation of Einstein's Postulates of Special Relativity. ED 141 171
- Quinton/Perceptron Physics: A Theory of Existence, Perception, and Physical Phenomena. ED 141 089
- Perceptual Development**
A Comparison of the Effects of Two Programs on the Development of Visual Perception and Reading Achievement—Art: A Perceptual Approach and the Frostig Program for the Development of Visual Perception. ED 140 254//
- Spatial Stages Development in Children and Teacher Classroom Style in Geography. International Research in Geographic Education. ED 141 218
- Young Children's Perception of the Reality of Television in Relation to Conservation and Sex. ED 140 287//
- Perceptual Motor Coordination**
The Effects of Straight Running as a Preliminary Maneuver on the Wedge and Wedge Turn. ED 141 341
- Play with a Purpose. Elementary School Physical Education. Second Edition. ED 141 325//
- Perceptual Motor Learning**
Children's Motor Behavior Under Conditions of Parental Observation. ED 141 365
- The Effects of Competition and Social Reinforcement Upon Perceptual Motor Performance. ED 141 332
- Human Movement: An Integrated Approach. ED 141 336//
- Laboratory Manual in Adapted Physical Education and Recreation. ED 141 285//
- The New Physical Education for Elementary School Children. ED 141 282//
- Physical Education for Children: A Focus on the Teaching Process. ED 141 284//
- Performance**
The Effect of Document Ranking on Retrieval System Performance: A Search for an Optimal Ranking Rule. ED 140 860
- Performance by Prospective Teachers with Different Preparation in Diagnosis of Oral Reading by a Linguistically Different Student. ED 140 250
- Transmission and Compliance with Expectations in a Simulated Supervisor-Worker Interaction. ED 140 137
- Performance Based Education**
Annual National Vocational Education Personnel Development Seminar. (8th, Madison, Wisconsin, October 28-31, 1974). In-Service Vocational Education Personnel Development for the 1980's. Leadership Training Series No. 43. ED 140 082
- Competency-Based Education for Social Work: Education and Curriculum Issues. ED 140 706
- The Competency-Based Preparation of Administrators at Teachers College, Columbia University. ED 140 462
- Designing a Micro-Unit-Learning-Module. ED 141 274
- Graduation Requirements Guidelines, Revised. Prepublication Draft. ED 140 442
- The National Conference on Minimum Competencies: Trends and Issues. Proceedings. (City University of New York, March 4, 1977). ED 141 404
- Toward Competency-Based Reading Systems. ED 140 265
- A Transactional Approach to Competency-Based Training. ED 140 166
- Performance Based Teacher Education**
Competency Area: Instructional Strategies. ED 141 355
- Deriving Instructional Objectives for Teacher Corps Training Programs. ED 140 810
- Developing Learning Modules for Child Development Associate Training: A Guide. ED 140 969
- A Generic Competency Based Teacher Training Program in Special Education. ED 140 591
- Mother, I Can Do It Myself! A Humanistic View of Assessment and CBTE. ED 141 342
- Pennsylvania Competency-Based Teacher Education. Competencies: Industrial Arts Education. ED 140 071
- The Region V Conference on Competency Based Teacher Education (Midland Hotel, Chicago, Illinois, March 11-13, 1975). Final Report. ED 140 070
- Resources for School Based Teacher Educators. ED 141 290
- A Review and Evaluation of the CBTE Program at South Carolina State University. ED 141 278
- Performance Contracts**
Compensation for Overload and Extra Contractual Services. Collective Bargaining Perspectives Volume 2, Number 5. ED 140 711
- Teacher Performance Contracts, ERS Research Brief. ED 140 456//
- Performance Factors**
Children's Motor Behavior Under Conditions of Parental Observation. ED 141 365
- The Effects of Competition and Social Reinforcement Upon Perceptual Motor Performance. ED 141 332
- An Empirical Investigation: Teaching a Course in Oral Communication to Sexually Segregated Classes. ED 140 302//
- The Interaction Model of Anxiety: Some Possible Implications. ED 141 296
- Movement Precision and Amplitude as Separate Factors in the Control of Movement. ED 141 326
- The Relationship between Reading Achievement and Academic Achievement for Program Graduates of the Diagnostic and Remedial Reading Program of the Richmond Schools. ED 140 236//
- The Relationship of Task Characteristics to Attitudes, Absenteeism, Stress and Performance Among College Students. ED 140 181
- The Relationship of Various Psychosocial Variables on the Positioning of College Ice Hockey Players. ED 141 340
- Some Factors Influencing Transfer of Simulator Training. ED 139 984
- Some Relationships between Maternal Variables, Reading Achievement and I.Q. for Low SES Black First Graders. ED 140 273
- Performance Specifications**
Accident Avoidance Skill Training and Performance Testing. Final Report. ED 140 021
- Energy Conservation in New Building Design: An Impact Assessment of ASHRAE Standard 90-75. Conservation and Environment Buildings Programs. Conservation Number 43B. ED 140 508
- Periodicals**
Citation Survey of Education Literature. ED 140 832
- Permissive Issues**
Scope of Collective Bargaining in Pennsylvania Community Colleges. ED 140 889
- Persistence**
Some Characteristics of Persistent and Non-Persistent Students Who Enrolled Voluntarily in a Developmental Reading Program at the University of Florida. ED 140 234//
- A Statewide Follow-up Study of Fall 1973 Transfer Students from Illinois Public Community Colleges (Phase III Progress Report). Volume II, Number 11. ED 140 894
- Personal Adjustment**
Problems Reported by Students in Educational Methods Courses. ED 140 126
- Personal Growth**
Communication and Growth Promoting Behavior. ED 140 377
- Personal Independence**
The Teen-Age Years: A Time to Declare Independence. ED 140 576
- Personal Interests**
A Study of the Relationships of Selected Personal and Professional Characteristics to Change, Non-Change, and Value-Interest Orientations of Professional Adult Educators. ED 140 006
- Personality**
Physical Education, Sports and the Sciences: Papers Presented in Honor of H. Harrison Clarke. ED 141 288//
- Suggestopaedia-Canada. ED 140 673
- Personality Assessment**
The Behavior of Supervisors Assessed by Student Teachers. Research Bulletin No. 37. ED 141 346
- Culture-Specific Belief Stereotypy and its Personality, Attitudinal and Intellectual Correlates. ED 141 453
- The Relationship of Various Psychosocial Variables on the Positioning of College Ice Hockey Players. ED 141 340
- Personality Development**
Moral Development: An Annotated Bibliography. ED 140 981
- Personality Theories**
Reference Groups and Significant Others: Toward an Interface. ED 140 111
- Personal Values**
An Analysis of Student Evaluation of Course and Instructor as an Expression of the Student's Values and Adult Education Attitudes. ED 139 992
- Interpersonal Values of Intellectually Gifted Adolescent Females: Single-Sex or Co-Education? ED 140 523
- The Problems of Using Public Rhetoric to Reveal Private Philosophy: An Analysis of Richard Weaver on the Arguments from Circumstance and Definition. ED 140 368
- A Study of the Relationships of Selected Personal and Professional Characteristics to Change, Non-Change, and Value-Interest Orientations of Professional Adult Educators. ED 140 006
- What Makes a Good Alcohol Counselor? ED 140 120
- Personnel Evaluation**
Assessment Centers: An Annotated Bibliography. ED 141 408
- Management by Objectives. ACSA School Management Digest, Series 1, No. 6. ERIC/CEM Research Analysis Series, Number 33. ED 140 381
- Personnel Management**
Creative Administration in Recreation and Parks. ED 141 343//
- Personnel Needs**
Comprehensive System of Personnel Development and the Implementation of P. L. 94-142: Issues and Problems. ED 140 556

Personnel Policy

Academic Tenure in American Higher Education.
ED 140 737//

The Impact of Legal and Administrative Remedies to Overcome Discrimination in Employment. Final Report.
ED 139 919

A Study to Determine the Impact of the State of Florida's New Collective Bargaining Guidelines on the Personnel Policies and Procedures of Eight Community Colleges in Florida.
ED 140 899

Personnel Selection

Assessment Centers: An Annotated Bibliography.
ED 141 408

What Makes a Good Alcohol Counselor?
ED 140 120

Persuasive Discourse

The Problems of Using Public Rhetoric to Reveal Private Philosophy: An Analysis of Richard Weaver on the Arguments from Circumstance and Definition.
ED 140 368

Pesticides

Pesticides and the Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 237. [Project COAST].
ED 141 158

Peterson (Paul E)

Musings on Paul Peterson's "School Politics Chicago Style" and on the Utility of Decision-Making Models.
ED 140 467

Petroleum Industry

Fossil Energy: Oil.
ED 141 187

Philippines

Content in English Language Materials in the Philippines: A Case Study of Cultural and Linguistic Emancipation.
ED 140 644

The Development of Two Workfolders on the Building of Concepts for Trainable Mentally Retarded Children.
ED 140 538//

Philosophy

Toward a Moral Criterion for Use by Behavior Modifiers.
ED 140 118

Phoneme Grapheme Correspondence

Six Case Studies in Learning to Read.
ED 140 247//

Phonemes

Spoken and Written Communication: Are Five Vowels Enough?
ED 140 640

Phonetics

Developmental Aspects of English Segment Duration.
ED 140 634

Phonics

Consultation on a Basic Reading Skill: Hookena, 1975-76.
ED 140 263

The Importance of Teaching Blending in Beginning Reading Programs: Some Recent Research Findings.
ED 140 270

Phonology

The Bilingual Lexicon and Linguistic Innovation.
ED 140 630

Developmental Aspects of English Segment Duration.
ED 140 634

Grammatical Constraints on /s/ Deletion in Cuban Spanish. A Preliminary Study.
ED 140 643

Oral English Language Assessment of First Grade Children in Bilingual Bicultural Education: Emphasis on Phonology and Syntax.
ED 140 285//

Phonological Factors in Vocabulary Acquisition: A Case Study of a Two-Year-Old, English-French Bilingual. Working Papers in Bilingualism, No. 13.
ED 140 662

A Sketch of Kutchin Phonology. Working Papers in Linguistics, Vol. 7, No. 3, May-June, 1975.
ED 140 605

The Velar Nasal in Rapid Cuban Spanish.
ED 140 642

Photographs

Pictures as a Basis for Teaching Reading, School Year 1975-1976.
ED 141 483

Physical Activities

Hooked on Exercise: A Psycho-Biological Explanation.
ED 141 300

Play with a Purpose. Elementary School Physical Education. Second Edition.
ED 141 325//

Stimulus-Seeking, Extraversion, and Neuroticism in Regular, Occasional, and Non-Exercisers.
ED 141 301

Walking Versus Jogging in Stages III and IV of the Bruce Treadmill Test.
ED 141 302

Physical Characteristics

The Relationship of Various Psychosocial Variables on the Positioning of College Ice Hockey Players.
ED 141 340

Physical Design Needs

Building Needs for the Handicapped.
ED 140 535

Physical Development

Basic Skills After School Pre-Kindergarten Program, 1975-1976.
ED 141 476

The Effects of High Risk Factors on Neonatal Behavior as Measured by the Brazelton Scale.
ED 140 972

Identification of Physically Underdeveloped Pupils: Activities to Improve Their Performance.
ED 141 299

Physiological Alterations Observed in Young Competitive Swimmers During Three Years of Intensive Training.
ED 141 337

Physical Education

The Effects of Straight Running as a Preliminary Maneuver on the Wedge and Wedge Turn.
ED 141 341

Functional Administration in Physical and Health Education.
ED 141 289//

Kinesiology Carnival: A New Teaching Technique.
ED 141 269

Laboratory Manual in Adapted Physical Education and Recreation.
ED 141 285//

Manual of Structural Kinesiology. Eighth Edition.
ED 141 334//

The Motor Domain and its Correlates in Educationally Handicapped Children.
ED 141 267//

The New Physical Education for Elementary School Children.
ED 141 282//

Physical Education for Children: A Focus on the Teaching Process.
ED 141 284//

Physical Education in a Changing Society.
ED 141 281//

Physical Fitness: The Pathway to Healthful Living. Third Edition.
ED 141 335//

Play with a Purpose. Elementary School Physical Education. Second Edition.
ED 141 325//

Principles of Modern Soccer.
ED 141 283//

Physical Environment

An Investigation of Relationships Between Fifth Grade Students' Perception of the Physical Classroom Environment and Observed Environmental Factors.
ED 140 469//

The Physical and Social Environment for Feeding the Severely and Profoundly Handicapped.
ED 140 594

Physical Fitness

Identification of Physically Underdeveloped Pupils: Activities to Improve Their Performance.
ED 141 299

Nutrition, Weight Control, and Exercise.
ED 141 286//

Physical Education, Sports and the Sciences: Papers Presented in Honor of H. Harrison Clarke.
ED 141 288//

Physical Fitness: A Way of Life.
ED 141 287//

Physical Fitness: The Pathway to Healthful Living. Third Edition.
ED 141 335//

Physical Health

Physical Fitness: The Pathway to Healthful Living. Third Edition.
ED 141 335//

Physically Handicapped

Architectural Accessibility for the Disabled of College Campuses.
ED 140 438

How to Conduct a Barrier Survey.
ED 140 548

Laboratory Manual in Adapted Physical Education and Recreation.
ED 141 285//

Transportation Alternatives for the Physically Limited and Elderly.
ED 140 418

Physical Sciences

Kinesiology Workbook and Laboratory Manual.
ED 141 275//

Measuring Dissolved Oxygen Quantitatively. Collecting and Cultivating Marine Bacteria. To Recognize, Record, and Analyze Characteristics of a Sandy Beach Environment. Quantitative and Qualitative Analysis of Phosphate in Water. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 307, 309, 310, 313. [Project COAST].
ED 141 160

Physicians

Children, Pediatricians, and Polluted Air.
ED 140 539

Hearings on the Need for Continuation of the Uniformed Services University of the Health Sciences before the Investigations Subcommittee of the Committee on Armed Services, House of Representatives, Ninety-Fifth Congress, First Session.
ED 140 763

The Preparation of Human Service Professionals.
ED 140 746//

Physicians Assistants

Physician Assistants: An Empirical Analysis of Their General Characteristics, Job Performance, and Job Satisfaction.
ED 140 078

Physics

A Conceptual Derivation of Einstein's Postulates of Special Relativity.
ED 141 089

Novel Experiments in Physics II. A Selection of Laboratory Notes Now Used in Colleges and Universities.
ED 141 166//

A Postulated Mechanism That Leads to Materialization and Dematerialization of Matter and to Antigravity.
ED 141 090

Quiton/Perceptron Physics: A Theory of Existence, Perception, and Physical Phenomena.
ED 141 091

Student Attitudes Toward Science Before and After Introductory College Physics Courses.
ED 141 080

Physiology

Physiological Alterations Observed in Young Competitive Swimmers During Three Years of Intensive Training.
ED 141 337

A Realistic Expectation for Cognitive Growth During Transcendence.
ED 141 316

Piaget (Jean)

Acquisition of Conservation in Ghanaian Children.

- Cognitive Development and Instructional Theory. ED 140 947
- Cognitive Remediation of Blind Students. A Teacher Training Program: Developing and Implementing Process-Oriented Teaching Strategies. ED 140 989
- Logical Operations Instruction in the Preschool. Parts 1 and 2. ED 140 586
- Moral Development: An Annotated Bibliography. ED 140 930
- Piaget Applied: Suggestions for Inaction. ED 140 981
- A Piagetian-Based Curriculum for Toddlers. ED 141 111
- Piagetian Principles Used in a High School Chemistry Class. ED 140 936
- The Relationship of Selected Aspects of Reading Comprehension and Cognitive Tasks: Classification Abilities at the Concrete Operations Stage. ED 141 079
- Piagetian Theory**
- Conservation of Equation and Function and Its Relationship to Formal Operational Thought. ED 141 117
- Pidgins**
- Creole Languages and Educational Development. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 13. ED 140 607
- Pilot Projects**
- Rural Development: A Pilot Project in Clinton County, New York. ED 141 060
- Place of Residence**
- Social Origin and Attitudinal Perception in the Dynamics of Occupational Achievement Orientation. ED 141 063
- Planned Variation**
- Differential Outcomes of Early Childhood Education. ED 140 935
- Planning**
- Handbook on Accreditation. 1977 Revision. ED 140 690
- Imaging Futuristic Career Guidance Programs. Coordinator's Guide. ED 140 193
- Imaging Futuristic Career Guidance Goals. Coordinator's Guide. ED 140 194
- Imaging Futuristic Career Guidance Goals. ED 140 195
- Imaging Futuristic Career Guidance Goals. ED 140 196
- Micropolitan Development: Theory and Practice of Greater-Rural Economic Development. ED 141 061//
- Obtaining Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 2. ED 140 940//
- Structures for Organizational Effectiveness Criteria and Their Implications. ED 140 124
- Planning Programming Budgeting System**
- PPBS in Higher Education: The Impossible Dream? ED 140 719
- Plato IV**
- An Overview of Chanute Lessons. ED 140 776
- Play**
- The Enculturation of the Imaginative Processes Between the Ages of Five and Seven Years and Their Effect Upon Classroom Activity. Final Report. ED 140 945
- Ethological Perspectives on Preschool Social Organization. ED 140 976
- The New Games Book. Play Hard, Play Fair, Nobody Hurt. ED 141 268//
- Poetry**
- Context, Text, Message and Forms of Discourse. ED 140 283
- Poetry as Motivation for Reading. ED 140 223
- Poland**
- Selected Bibliography of Polish Educational Materials, Vol. 14, No. 1, 1975. ED 141 261
- Police Action**
- Felony Investigation Decision Model: An Analysis of Investigative Elements of Information. ED 140 155
- Police Community Relationship**
- Diverting Youthful Offenders Through Law Enforcement-Social Service Collaboration. ED 140 182
- Policy Formation**
- Adolescent Research Opinion and National Youth Policy: What We Know and What We Don't Know. ED 140 151
- An Analysis of Educational Policy: Implications for Minority Community Concerns. ED 141 200
- Application of a Library Network Model: A Case Study of the Rolling Prairie Library System. ED 140 797
- Decision Criteria and Policy for School Consolidation. Final Report. MRI Project RA-115-D(1). ED 140 466
- The Design and Application of Information Systems in Higher Education. ED 140 692
- Difficulties Associated with the Application of Social Science Data in Policy Development. ED 141 209
- Hard Choices: Development of Non-Energy Non-Replenishable Resources. AIO Report No. 10. ED 141 027
- Micropolitan Development: Theory and Practice of Greater-Rural Economic Development. ED 141 061//
- The National Energy Plan. Summary of Public Participation. ED 141 129
- The Role of Engineers and Scientists in a National Policy for Technology. Report of the National Science Board. ED 141 120
- Science and the Challenges Ahead. Report of the National Science Board. ED 141 121
- A Study of Recipients of Federal Supplemental Benefits and Special Unemployment Assistance. Final Report. ED 139 923
- Youth Unemployment; Hearing before the Joint Economic Committee, Congress of the United States, Ninety-Fourth Congress, Second Session. ED 139 913
- Political Attitudes**
- In Defense of Revisionism. ED 141 254
- If This Keeps up....Current School Policy Making and Political Learning. ED 141 196
- Political Influences**
- Federal Programs Supporting Educational Change, Vol. VI: Implementing and Sustaining Title VII Bilingual Projects. ED 140 431
- If This Keeps up....Current School Policy Making and Political Learning. ED 141 196
- Partisans and Provincials: The Political Milieu of State-Supported Education in Illinois, 1870-1920. Yale Higher Education Program Working Paper, YHEP-5. ED 141 205
- From Procession to Profession: An Historical Case Study in the Governance of Teacher Education. ED 141 307
- State Politics and Higher Education. A Book of Readings. ED 140 733//
- Political Issues**
- Effects of the First 1976 Presidential Debate on Candidate's Images. ED 140 366
- Pioneers: A Case Study of a Film Caught in the Two Line Struggle in Literature and Art in the People's Republic of China. Occasional Paper No. 77-5. ED 141 244
- Rachel's Radical Gospel: A Marxist Critique. ED 141 314
- What Is to be Done in Teacher Education? ['-Every Communist Working in the Mass Movements Should be a Friend of the Masses and Not a Boss Over Them, an Indefatigable Teacher and Not a Bureaucratic Politician' (Mao, 1938)]. ED 141 315
- Political Power**
- The Politics of Local Public Education: Some Problems With Power Analysis. ED 141 295
- Political Science**
- Descriptors for Political Understanding: A Guide to Asking Questions about Learning Related to Political Literacy in Wisconsin Schools, K-12. ED 141 262
- Tribal Law and Development Policies. ED 141 012
- Political Socialization**
- Decision Making in the School: A Participatory Model. ED 141 203
- If This Keeps up....Current School Policy Making and Political Learning. ED 141 196
- What Children Read in China. Occasional Paper No. 77-6. ED 141 243
- Politics**
- Accountability and Responsibility in Governmental-Political Communication: A Selected Annotated Bibliography. ED 140 376
- Effects of the First 1976 Presidential Debate on Candidate's Images. ED 140 366
- Partisans and Provincials: The Political Milieu of State-Supported Education in Illinois, 1870-1920. Yale Higher Education Program Working Paper, YHEP-5. ED 141 205
- Politics and Diffusion Strategies for Instructional Development in Higher Education. ED 140 816
- Pollution**
- Children, Pediatricians, and Polluted Air. ED 140 539
- Population Education**
- Population Education Activities for the Classroom. ED 141 178
- The Status of Population Education in Florida Secondary Schools During 1973-74. Research Monograph 19. ED 141 183
- Population Growth**
- Comparative Study of Population Growth and Agricultural Change: C - Case Study of India. Asian Population Studies Series No. 23. ED 141 075
- Family Planning in Five Continents: Africa, America, Asia, Europe, Oceania. December 1976 Update. ED 141 076
- Farm Population Estimates for 1975. Agricultural Economic Report No. 352. ED 141 036
- Recent Population Trends in North Carolina and the Southern Region: 1970-1975. Progress Report Soc. 64, 1977. ED 141 020
- Population Trends**
- Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume II: Migrant Population and Programs - Characteristics and Trends. ED 141 043

- Farm Population Estimates for 1975. Agricultural Economic Report No. 352. ED 141 036
- Persons of Spanish Origin in the United States: March 1976. Population Characteristics. Current Population Reports. ED 141 050
- Recent Population Trends in North Carolina and the Southern Region: 1970-1975. Progress Report Soc. 64, 1977. ED 141 020
- Where Have All the Menhaden Gone? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 209. [Project COAST]. ED 141 145
- Portuguese**
- Tahitian Words for Race and Class. Working Papers of the Language Behavior Research Laboratory, No. 40. ED 140 680
- Portuguese Americans**
- The Case of the Disappearing Ethnic. ED 141 447
- Post Secondary Education**
- Articulation of Vocational Education Curriculum between Secondary and Post-Secondary Levels in Wisconsin. Final Report. ED 140 077
- Handbook on Accreditation. 1977 Revision. ED 140 690
- Helpful Hints for Selecting a School or College. ED 140 752
- High School Context, College Quality, and Educational Attainment: Institutional Constraints in Educational Stratification. Johns Hopkins University Center for Social Organization of Schools Report No. 214. ED 140 169
- New York State Programs of Postsecondary Opportunity, 1974-75; Summary of Reports, Analysis and Regents Recommendations. ED 141 475
- Proposal of a Working Idea for a National Academy for Leadership Development in Post-secondary Education. ED 140 703
- Public Community Colleges in Alaska: A Report of Public Hearings. ED 140 872
- School and College. Studies in Post-Sixteen Education. ED 140 738//
- Summary Report, 1974-75 Unit Expenditures Study. ED 140 879
- Teaching Students. ED 140 750//
- Translating Goals into Measurable Objectives: Research Studies and Practical Procedures. ED 140 688
- Understanding and Influencing the State Role in Postsecondary Education. Management Report 77/7. ED 140 896
- Poverty Programs**
- Administrative and Legislative Uses of the Terms "Poverty," "Low Income," and other Related Items. The Measure of Poverty, Technical Paper II. ED 141 425
- Wealth and the Accounting Period in the Measurement of Means. The Measure of Poverty, Technical Paper VI. ED 141 464
- Poverty Research**
- The 1972-73 Consumer Expenditure Survey. The Measure of Poverty, Technical Paper VIII. ED 141 428
- Administrative and Legislative Uses of the Terms "Poverty," "Low Income," and other Related Items. The Measure of Poverty, Technical Paper II. ED 141 425
- Analytical Support for Cost-of-Living Differentials in the Poverty Threshold. The Measure of Poverty, Technical Paper XV. ED 141 433
- Characteristics of Low-Income Populations Under Alternative Poverty Definitions. The Measure of Poverty, Technical Paper VI. ED 141 435
- Conference on the Trend in Income Inequality in the U.S. Part I, Trends in Inequality of Well-Offness in the United States since World War II. Part 2, Conference Overview: Conceptual Issues, Data Issues, and Policy Implications. ED 141 457
- The Consumer Price Index... The Measure of Poverty, Technical Paper V. ED 141 426
- Effect of Using a Poverty Definition Based on Household Income. The Measure of Poverty, Technical Paper X. ED 141 430
- Food Plans for Poverty Measurement. The Measure of Poverty, Technical Paper XII. ED 141 431
- In-Kind Income and the Measurement of Poverty. The Measure of Poverty, Technical Paper VII. ED 141 427
- Inventory of Federal Data Bases Related to the Measurement of Poverty. The Measure of Poverty, Technical Paper IX. ED 141 429
- Relative Poverty. The Measure of Poverty, Technical Paper XIII. ED 141 432
- A Review of the Definition and Measurement of Poverty: Volume I, Summary Review Paper; Volume II, Annotated Bibliography. The Measure of Poverty, Technical Paper III. ED 141 424
- The Sensitivity of the Incidence of Poverty to Different Measures of Income: School-Aged Children and Families. The Measure of Poverty, Technical Paper XVII. ED 141 434
- Wealth and the Accounting Period in the Measurement of Means. The Measure of Poverty, Technical Paper VI. ED 141 464
- Power Structure**
- Aspects of Compliance in a Reciprocal Family System. ED 140 127
- The Assertion of Power: Ideals, Perceptions, and Styles. ED 140 130
- Collective Bargaining: Impact on Governance. ED 140 772
- Formal Participation and Control in Community Colleges. ED 140 898
- Identification of Leadership and Pictures of the Power Structure. ED 141 040
- Political Innovation and Institution-Building: The Experience of Decentralization Experiments. ED 141 443
- Power and Authority in British Universities. ED 140 742//
- Public Community Colleges in Alaska: A Report of Public Hearings. ED 140 872
- Understanding and Influencing the State Role in Postsecondary Education. Management Report 77/7. ED 140 896
- Practicums**
- Field Work and Internship: A Description and Guidelines. ED 140 105
- Practicum Supervision**
- An Observation Protocol for Early Childhood Settings. ED 140 952
- Pragmatics**
- Proceedings of the Texas Conference on Performatives, Presuppositions and Implicatures. ED 140 617
- Where Is "Under?" The Development from Pragmatic to Semantic Meaning. ED 140 272
- Prediction**
- Prediction and Prevention of Child Abuse and Neglect. ED 140 533
- Predictive Measurement**
- Studies in Income Distribution. Estimation of Social Security Taxes on the March Current Population Survey. No. 4. ED 140 057
- Studies in Income Distribution. Internal Rates of Return to Retired Worker-Only Beneficiaries under Social Security, 1967-70. No. 5. ED 140 058
- Studies in Income Distribution. Projection of March Current Population Survey: Population Earnings, and Property Income, March 1972 to March 1976. No. 1. ED 140 056
- Predictive Validity**
- Alternatives for Validating Interest Inventories against Group Membership Criteria. ED 141 391
- Prediction of Air Force Technical Training Success from ASVAB and Educational Background. ED 140 098
- The Relationship of Some Problem Solving Variables to Cognitive Tempo. ED 140 958
- The Validity of Various Techniques Measuring Children's Bilingualism. Working Papers on Bilingualism, No. 13. ED 140 665
- Predictor Variables**
- Effects of Class Size on Reading Achievement in Grades 1-3 in the Madison Metropolitan School District (1974-1976). ED 140 256
- The Effects of High Risk Factors on Neonatal Behavior as Measured by the Brazelton Scale. ED 140 972
- Predicting Grade Point Average, Withdrawal and Graduation from Four Allied Health Programs at Miami-Dade Community College Medical Center Campus. ED 140 925
- Predicting Success in the AFROTC Scholarship Program. Final Report, January 1976-January 1977. ED 141 420
- A Predictive Analysis of Early Parental Attachment Behavior. ED 140 955
- Predictors of Success in Freshman Mathematics. ED 141 124
- The Relationship of Readability, Content, Illustrations, and Other Format Elements to the Library Book Preferences of Second Grade Children. ED 140 243//
- A Study of the Literacy Level of Atlanta Public High School 11th and 12th Grade Students. ED 140 251//
- Walking Versus Jogging in Stages III and IV of the Bruce Treadmill Test. ED 141 302
- Prefabrication**
- Manufactured Housing--The Modular Home in Texas. ED 140 491
- Pregnancy**
- Is Unwanted Pregnancy Motivated? ED 140 142
- Preliminary Scholastic Aptitude Test**
- Verbal and Mathematical Ability of High School Juniors in 1974: A Norms Study of PSAT/NMSQT. Research Bulletin RB-76-27. ED 141 372
- Premature Infants**
- Facilitating a Positive Interaction Between Parent and Infant in the Neonatal Intensive Care Unit. ED 140 971
- Prenatal Influences**
- Prenatal Care Training. ED 140 580
- Prereading Experience**
- Word Learning in Beginning Readers and Pre-readers. ED 140 248
- Presbyterian Church**
- The Revolutionary College. American Presbyterian Higher Education 1707-1837. ED 140 734//
- Preschool Children**
- Developing Programs for Infants & Toddlers. ED 140 954

The Development of Social Interchange Patterns from 12-42 Months: Cross-Sectional and Short-Term Longitudinal Analyses.

ED 140 933

Feeding the Preschool Child: Documents Issued by PAG Ad Hoc Working Group Meetings (1969-1975).

ED 140 968

Florida Follow Through.

ED 141 363

Phonological Factors in Vocabulary Acquisition: A Case Study of a Two-Year-Old, English-French Bilingual. Working Papers in Bilingualism, No. 13.

ED 140 662

The Relation of Visual and Verbal Style of Television Presentation to Learning of Prosocial Content.

ED 140 956

Preschool Curriculum

Dutch Preschool Education: A Right and Not a Privilege.

ED 140 974

Logical Operations Instruction in the Preschool. Parts 1 and 2.

ED 140 930

A Piagetian-Based Curriculum for Toddlers.

ED 140 936

Preschool Education

Are Elementary Principals Ready For Group Pre-Kindergarten Education? An Empirical Study in Iowa.

ED 140 967

Basic Skills After School Pre-Kindergarten Program, 1975-1976.

ED 141 476

Community-Involved Pre-School, Developmental Program.

ED 140 574

Ethological Perspectives on Preschool Social Organization.

ED 140 976

A Handbook for Teachers of Three, Four, and Five Year Old Migrant Children.

ED 141 001

The Integration of Migrant Children Into Pre-School Education.

ED 140 963

Logical Operations Instruction in the Preschool. Parts 1 and 2.

ED 140 930

Preschool Programs

The Mount Druiett Early Childhood Project. Second Annual Report to Bernard Van Leer Foundation.

ED 140 960

Preservation

Real Choices in Indian Resource Development: Alternatives To Leasing. AIO Report-Billings Conference (Billings, Montana, January 30, 31, and February 1, 1975).

ED 141 025

Preservice Education

Inner-City Teachers More Authoritarian.

ED 141 303

Performance by Prospective Teachers with Different Preparation in Diagnosis of Oral Reading by a Linguistically Different Student.

ED 140 250

Teacher Perceptions of and Reactions to Field Based Programs in Early Childhood, Elementary, and Middle School Education at the University of Georgia, 1973-74.

ED 141 305

Presidential Debates

Effects of the First 1976 Presidential Debate on Candidate's Images.

ED 140 366

The Image of the Candidates: A Communication Analysis of the Ford/Carter Debates I, II, and III.

ED 140 359

Presidential Press Conferences

Presidential Press Conferences.

ED 140 338

Presidents

Presidential Press Conferences.

ED 140 338

In the Shadow: Reflections of a State College President.

ED 140 740//

Three Curricular Conflicts.

ED 140 702

Press Opinion

Newsroom Democracy: The Case for Independence of the Press. Monograph Series, No. 2.

ED 140 341

Presidential Press Conferences.

ED 140 338

Prevention

Delinquency Prevention Center Program.

ED 140 578

Drug Abuse Prevention: The Awareness, Experience, and Opinions of Junior and Senior High School Students in New York State. Report No. 2 of Winter 1974/75 Survey.

ED 140 174

Intervention Strategies for Populations at Risk: A Behavioral Approach to Prevention.

ED 140 131

New Headings: Navy Alcoholism Prevention Program. Third Edition.

ED 140 145

Prenatal Care Training.

ED 140 580

School Vandalism in Alberta: An Investigation into the Nature, Costs, and Contributing Factors.

ED 140 453

The Whole College Catalog About Drinking: A Guide to Alcohol Abuse Prevention.

ED 140 152

Preventive Medicine

3 Lakota Grandmother Stories - Health Lessons for Young People.

ED 140 995//

Barefoot-Doctors. Occasional Paper No. 77-4.

ED 141 263

Education in Action, School Year 1975-1976.

ED 141 480

Primary Education

The Child Centered Reading Program; Evaluation Period September, 1975 to June 1976.

ED 141 478

Differential Use of the Open Classroom: A Study of Exploratory and Cautious Children. Final Report.

ED 140 953

Florida Follow Through.

ED 141 363

SCRAPS: A Mini-Course for Volunteers in Handwriting (Grades 1-3).

ED 141 362

Symposium on Modern Languages in Primary Education (Copenhagen, September 20-25, 1976).

ED 140 659

Primary Grades

The 4M cOmpany: Make Mine Metric Mice. First Grade Student Booklet.

ED 141 097

The 4M Company: Make Mine Metric Monkeys. Kindergarten Student Booklet.

ED 141 095

The 4M cOmpany: Make Mine Metric Monsters. Second Grade Student Booklet.

ED 141 099

Primary Health Care

Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume 2, Interim Final Report.

ED 140 682

Principals

Are Elementary Principals Ready For Group Pre-Kindergarten Education? An Empirical Study in Iowa.

ED 140 967

Career Education. Administrators and Counselors Implementation Model. Module III--Teacher Information and Orientation for Administrators. (3.1) Identify Change Strategy.

ED 140 042

Competencies of the Educational Administrator: A Study of the Competencies of the Principals of Normal Schools in Turkey.

ED 140 461

The Elementary School Principal. An In-Basket Simulation Exercise.

ED 140 483//

The Impact of Collective Bargaining Upon the Principal.

ED 140 414

Participants' Progress: The First Five Years. A Status Report on Candidates in the National Ed.D. Program for Educational Leaders.

ED 141 276

Role Implications of a Rank Ordering Process by Elementary Principals.

ED 140 468

Salary Report #1. Principals and Assistant Principals. Administrative Information Report.

ED 140 403

Salary Report #2. Principals and Assistant Principals. Administrative Information Report.

ED 140 382

Studies in Education.

ED 141 347

Printing

Printing. Performance Objectives. Basic Course.

ED 139 943

Printing. Performance Objectives. Intermediate Course.

ED 139 939

Privacy

APA (American Psychological Association) Task Force on Privacy and Confidentiality. Final Report.

ED 140 179

Private Colleges

An Approach to Keeping Independent Colleges Independent.

ED 140 770

Voluntary Support of Education 1974-75.

ED 140 450

Voluntary Support of Education 1975-76.

ED 140 451

Private Financial Support

An Approach to Keeping Independent Colleges Independent.

ED 140 770

Voluntary Support of Education 1974-75.

ED 140 450

Voluntary Support of Education 1975-76.

ED 140 451

Private Schools

Handicapped Children Component: Remedial Services, Non-Public Schools. School Year 1974-75.

ED 141 442

Homework Helper Component. Evaluation Period School Year 1974-75.

ED 141 441

Private Elementary and Secondary Education: A Bibliography of Selected Publications (1950-1974).

ED 140 498

Recent Enrollment Trends in U.S. Nonpublic Schools: Final Report to the National Institute of Education.

ED 140 504

Studies in Education.

ED 141 347

Voluntary Support of Education 1974-75.

ED 140 450

Voluntary Support of Education 1975-76.

ED 140 451

Problem Children

The Pendleton Project: Semi-Annual Narrative Report, July 12, 1976.

ED 140 134

The Pendleton Project: Semi-Annual Narrative Report, January 10, 1977.

ED 140 135

Problems

Sociological and Social-Psychological Perspectives on Environmental Issues: A Bibliography.

ED 141 189

Problem Sets

Programs for Fundamentals of Chemistry.

ED 141 139

Problem Solving

Chaining in Problem Solving: A Critique and Reinvestigation.

ED 141 087

Developmental Patterns in Problem Solving and Creative Thinking Abilities in Gifted Elementary School Children.

ED 140 529

The Effects of Reverse Instructional Sequencing and Elicited Verbalization on Learning a Problem Solving Algorithm.

ED 140 961

- An Investigation of Expertise: Implications for Adult Educators. ED 139 993
- A Regression Model for Selection of Games to Enhance Problem Solving and Personality Skills in Young Children. ED 140 844
- The Relationship of Some Problem Solving Variables to Cognitive Tempo. ED 140 958
- Using Survey Feedback in a Small Alternative High School. Research and Development Memorandum No. 148. ED 140 437
- Process Analysis**
- The Content Analysis of 125 Title VII Bilingual Programs Funded in 1969 and 1970. ED 141 438
- Productive Thinking**
- The Analysis of Discourse as Evaluation of Productive Thinking. ED 141 113
- Productivity**
- SESA Productivity Measurement System. Measuring the Productivity of the State Employment Service Agencies. Final Report. ED 139 925
- A Theoretical Approach for Internal Allocation of Academic Personnel Resources. ED 140 691
- Professional Associations**
- Integration Through an Internship—Special Education and General Education. ED 140 463
- Newsroom Democracy: The Case for Independence of the Press. Monograph Series, No. 2. ED 140 341
- Professional Continuing Education**
- A Bicentennial Horizons Project: The "Mini"-Sabbatical Concept. ED 141 327
- Faculty Development Practices in U.S. Colleges and Universities. ED 141 382
- A Model (Based upon Open Systems Organizational Theory) for Continuous Educational Needs Assessment in Continuing Professional Education Programs. ED 139 995
- Participants' Progress: The First Five Years. A Status Report on Candidates in the National Ed.D. Program for Educational Leaders. ED 141 276
- Results of YLS Survey on Specialization/Relicensing. ED 141 240
- Twenty-One Years in the Lives of 444 Men. ED 140 004
- Professional Education**
- Competency-Based Education for Social Work: Education and Curriculum Issues. ED 140 706
- The Elementary School Consultant. An In-Basket Simulation Exercise. ED 140 484//
- The Evolution of Professionalism in Quebec. ED 140 714
- Higher Education for Public Health. ED 140 743//
- Nursing Education in High Blood Pressure Control. Report of the Task Force on the Role of Nursing in High Blood Pressure Control. ED 140 036
- Reform of the Professions in Quebec. ED 140 713
- Professional Occupations**
- The Evolution of Professionalism in Quebec. ED 140 714
- Professional Licensing and Certification: Part I, Current Status and Methodological Problems of Validation. Part II, Analysis of Testing Procedures and Their Implementation for Practice. ED 141 380
- Reform of the Professions in Quebec. ED 140 713
- Professional Personnel**
- Comprehensive System of Personnel Development and the Implementation of P. L. 94-142: Issues and Problems. ED 140 556
- Professional Licensing and Certification: Part I, Current Status and Methodological Problems of Validation. Part II, Analysis of Testing Procedures and Their Implementation for Practice. ED 141 380
- What Parents of the Learning Disabled Really Want to Get from Professionals. ED 140 542
- Professional Recognition**
- An Analysis of Factors which Led to the Dominance of Scholarship as Compared with Teaching and Outreach Activities in Land Grant Institutions. ED 139 996
- Professional Training**
- Core Competencies of a Trainer. ED 140 400//
- Developing and Conducting In-Service Programs. Coordinator's Guide. ED 140 191
- Developing and Conducting In-Service Programs. ED 140 192
- Developing Effective Public Relations. Coordinator's Guide. ED 140 187
- Developing Effective Public Relations. ED 140 188
- Education and Training in Aging: Hearings before the Select Committee on Aging, House of Representatives, Ninety-Fourth Congress, Second Session. March 3-4, 1976. ED 140 012
- Going on the Stage: A Report to the Calouste Gulbenkian Foundation on Professional Training for Drama. ED 140 363
- Helping Students Develop Career Decision-Making Skills. Coordinator's Guide. ED 140 189
- Helping Students Develop Career Decision-Making Skills. ED 140 190
- The Preparation of Human Service Professionals. ED 140 746//
- Proposal of a Working Idea for a National Academy for Leadership Development in Post-secondary Education. ED 140 703
- Report of the African Regional Seminar on Educational Evaluation (Dar es Salaam, Tanzania, April 7-May 2, 1975). ED 141 373
- Training Needs in Gerontology: Hearing before the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, First Session. Part 3—Washington, D.C. ED 140 013
- A Transactional Approach to Competency-Based Training. ED 140 166
- Profile Evaluation**
- Differentiating MR and LD Groups by WISC-R Profile Analysis. ED 140 154
- Prognostic Tests**
- Diagnostic Testing and the Disadvantaged Student: A Field in Disarray. ED 140 281
- Program Administration**
- A Comparison of Four Experience-Based Career Education Programs: What They Offer. How They Differ. ED 140 031
- To Develop a System for Interfacing the Administration and Implementation of CETA and Vocational Programs at the Local Level. Final Report. ED 140 097
- Functional Administration in Physical and Health Education. ED 141 289//
- Implementing Career Education. An Administrator's Handbook. ED 140 089
- Report on Compensatory Education, 1975-76. ED 141 474
- Research and Development Project in Career Education. Final Report. ED 139 906
- Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings. ED 139 915
- Program Budgeting**
- Career Education. Administrators and Counselors Implementation Model. Module IV—Planning. (4.2) Plans for Resource Allocation. ED 140 044
- Functional Administration in Physical and Health Education. ED 141 289//
- Program Content**
- The Content Analysis of 125 Title VII Bilingual Programs Funded in 1969 and 1970. ED 141 438
- Family Life Education in Canadian Schools. ED 141 228
- Models in Bilingual-Bicultural Education: the Community College of Philadelphia Experience. ED 141 461
- Program Coordination**
- Articulation of Vocational Education Curriculum between Secondary and Post-Secondary Levels in Wisconsin. Final Report. ED 140 077
- A Definition of and Evaluation Design for Community Education Programs. Technical Assistance Outline. ED 140 117
- Integrating Library Acquisitions with the Curriculum. ED 140 804
- Program Costs**
- Florida Agricultural Labor and Unemployment Insurance. Bulletin 767, January 1975. ED 141 038
- Migration and the Cost of Unemployment Insurance Protection for Agricultural Workers. Bulletin 760(Technical); NE-58 Research Bulletin, October 1973. ED 141 037
- Model for Calculating Cost per Pupil for Secondary Vocational, General and Transfer Curricula in Comprehensive High Schools, Shared Time Vocational Schools and Full Time Vocational Schools. Final Report. ED 139 914
- Resource Allocation and Time Utilization in IGE and Non-IGE Schools. Technical Paper No. 410. ED 140 490
- Program Descriptions**
- Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 6. VT 103 401-103 600. ED 140 019
- Adolescent Sociopaths. Revised. ED 140 551
- The Alternative School: Alachua County (Florida) Public Schools. Descriptive Materials Covering the Secondary Center for Emotionally Disturbed Adolescents. ED 140 600
- Community-Involvement Pre-School, Developmental Program. ED 140 574
- A Comparison of Four Experience-Based Career Education Programs: What They Offer. How They Differ. ED 140 031
- The Competency-Based Preparation of Administrators at Teachers College, Columbia University. ED 140 462
- Comprehensive Emergency Services: A System Designed to Care for Children in Crisis. Neglected and Abused by Their Family. Neglected and Abused by Their Community. ED 140 550
- Continuation of the Dissemination/Implementation of Individually Guided Education 1974-1975. Technical Report No. 402. ED 140 847
- Correspondence and Home-Study Courses in Librarianship. ED 140 838
- Delinquency Prevention Center Program. ED 140 578
- Department of Educational and Psychological Research, Malmo: Some Notes on Current Activities. Bulletin No. 57, Educational and Psychological Interactions.

- DHEW Research, Service, and Training Programs in Hearing, Speech, and Language: A Summary of Areas of Interest, Funding Mechanisms, Review Processes, and Information Sources. ED 141 344
- Doing Something About Educational Failure: A System for Educational Improvement Through Community Involvement. ED 140 564
- Dutch Preschool Education: A Right and Not a Privilege. ED 140 449//
- Education Vouchers in New Hampshire. An Attempt at Free Market Educational Reform. ED 140 974
- Effects of a Mother-Infant Program on Positive Feelings of New Mothers: A Pilot Investigation. ED 140 392
- Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs. ED 140 949
- A Generic Competency Based Teacher Training Program in Special Education. ED 141 185
- Graduation Requirements Guidelines, Revised. Prepublication Draft. ED 140 591
- Helping Teacher Accountability Through Curriculum Planning. Two Snapshots and One Case Study. ED 140 442
- History of Education Vouchers in East Hartford, Connecticut. The Parents' Choice Project: February 1975 - January 1976. ED 140 419
- Integration of Information Science in UCLA's Two-Year Program. ED 140 393
- Interagency Outclient Service Delivery to Young Children and Their Families. ED 140 851
- An Introduction to Skills for Ethical Action. ED 140 596
- Inventory of Educational Innovations in Asia. Volumes I and II. ED 141 253
- The Mount Druiett Early Childhood Project. Second Annual Report to Bernard Van Leer Foundation. ED 140 391
- National Foundation for Educational Research in England and Wales. Information Services. ED 140 960
- Open School Evaluation System. ED 140 820
- Outreach: University's Concern for Communities Around It. ED 140 448//
- A Piagetian-Based Curriculum for Toddlers. ED 140 072
- Prenatal Care Training. ED 140 936
- Questions Persist About Federal Support for Development of Curriculum Materials and Behavior Modification Techniques Used in Local Schools. A Report. ED 140 580
- Report on the Parent-Professional Forum: Education Day. ED 140 386
- Residential Behavior Therapy Treatment as an Intensive Care Approach to the Development of Community Competence. ED 140 552
- Rural Development: A Pilot Project in Clinton County, New York. ED 140 598
- Teacher Performance Contracts, ERS Research Brief. ED 141 060
- The Teen-Age Years: A Time to Declare Independence. ED 140 456//
- Third Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 19-24 January 1976). Final Report. ED 140 576
- University Affiliated Facilities Concerned with Mental Retardation and Other Developmental and Learning Disabilities. ED 140 390
- World View and Educational Change: A Study of Time in a Small School District. ED 141 035

Program Design

- Career Education. Administrators and Counselors Implementation Model. Module II. Orientation Module. ED 140 041
- The Cooperative Approach in Rural Development. A National Strategy and Program Design. ED 140 993//
- Dissemination and Resources Group. Program Plan FY 1978. ED 140 001
- Federal Programs Supporting Educational Change, Vol. VI: Implementing and Sustaining Title VII Bilingual Projects. ED 140 431
- Getting Started: A Guide to Writing Your Own Curriculum. The Pennsylvania Guide for Instructional Improvement through Career Education. Organizational Volume. ED 139 927
- Obtaining Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 2. ED 140 940//
- Professional Development Plan, Lansing Community College, 1976-1977. ED 140 923

Program Development

- Adult Developmental Activity Program Manual. ED 140 546
- Alternative Patterns for Strengthening Community Service Programs in Institutions of Higher Education. A Study of the Residual Effects of Federal Developmental Funding through Title I, HEA, 1965. ED 140 760
- The California State University and Colleges Health Manpower Education Project. Final Report. ED 140 717
- Career Counseling and Placement. Columbia City School System, Columbia, Mississippi. Final Report. ED 139 922
- Comprehensive Career Guidance Programs for Secondary Schools. ED 140 038
- Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii. Phase IV. Final Report. ED 140 039
- Connecticut Right to Read Program Planning Model. ED 140 262
- Designing a Micro-Unit-Learning-Module. ED 141 274
- Developing Effective Public Relations. Coordinator's Guide. ED 140 187
- Developing Effective Public Relations. ED 140 188
- Experiential Learning in the Community College. Topical Paper No. 63. ED 140 909
- Federal Programs Supporting Educational Change, Vol. VI: Implementing and Sustaining Title VII Bilingual Projects. ED 140 431
- Federal Programs Supporting Educational Change, Vol. VII: Factors Affecting Implementation and Continuation. ED 140 432
- Getting Started: A Guide to Writing Your Own Curriculum. The Pennsylvania Guide for Instructional Improvement through Career Education. Organizational Volume. ED 139 927
- Graduation Requirements Guidelines, Revised. Prepublication Draft. ED 140 442
- Guide for Implementing Career Education in Kansas Schools. ED 140 059
- Implementing English Programs in Alternative Schools. ED 140 356
- Implementing the School Based Teacher Educator Program in Teacher Centers. ED 141 293
- An Introduction To State Capacity Building: Planning, Management and Delivery of Child and Family Services. ED 140 977

Learning Resources Center: Increasing Parent Competence. ED 140 942

Northeast Academic Science Information Center (NASIC). Final Report. ED 140 850

Procedure Manual for Group Homes for Developmentally Disabled Adults. Revised January 1977. ED 140 545

Regional Experts Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 25 February - 4 March 1974). Final Report. ED 140 388

The Relationship of Inservice Education to Program Improvement Within the Portland Consortium Training Complex. ED 141 354

A Review and Evaluation of the CBTE Program at South Carolina State University. ED 141 278

Sovereignty: The Navajo Nation and Taxation. ED 141 019

Twenty Years of Science and Mathematics Curriculum Development. The Tenth Report of the International Clearinghouse. ED 141 182

Programed Instruction

- The Flow Tutor: Schemas for Tutoring. Technical Report No. 7702. ED 140 821
- A Self-Paced Writing Course at Georgia Tech: Building a Logical Sequence of Units in Rhetoric. ED 140 304
- Student Progress Reporter Corps., School Year 1975-1976. ED 141 488

Programed Tutoring

- College Frosh in Preservice Reading Teaching: Using Programed Tutoring with Slow-Learning Pupils. ED 140 252
- The Flow Tutor: Schemas for Tutoring. Technical Report No. 7702. ED 140 821

Programed Units

- A Self-Paced Writing Course at Georgia Tech: Building a Logical Sequence of Units in Rhetoric. ED 140 304

Program Effectiveness

- Achievement and Intelligence: Individualized Instruction Reverses the Trend. ED 141 379
- Adult Basic Education Follow-Up Study. ED 139 997
- Applicability of the SIGI Occupational Data Base to NTID's Curriculum Research and Career Counseling Needs. ED 140 016
- Career Counseling and Placement. Columbia City School System, Columbia, Mississippi. Final Report. ED 139 922
- Career Education and Basic Academic Achievement. A Descriptive Analysis of the Research. ED 140 032
- Comprehensive Career Guidance Programs for Secondary Schools. ED 140 038
- A Cost-Benefit Study of the Alberta Correspondence School. ED 140 470
- Effect of a Combined Celeration - Error Analysis: Procedure on Oral Reading Performance. ED 140 570
- Evaluation and Audit of Career and Vocational Teacher Education Centers. Final Report. 1972-1973 School Year. ED 140 081
- An Evaluation of the Effectiveness of Instructional Television for GED Preparation. ED 139 990
- Interagency Outclient Service Delivery to Young Children and Their Families. ED 140 596
- "Operation New Horizons"-Right to Read-Adult Reading Academy. First Annual Report. ED 140 055
- Reading Center: 1972-73 Follow-Up Study. No. 72.

- ED 140 227
The Reliability of Using Peers in Drill Type Instruction.
- ED 140 577
Research and Development Project in Career Education. Final Report.
- ED 139 906
Residential Behavior Therapy Treatment as an Intensive Care Approach to the Development of Community Competence.
- ED 140 598
Special Education Delivery Alternatives: Changes Over Time in Teacher Ratings, Self-Image, Perceived Classroom Climate and Academic Achievement Among Handicapped and Nonhandicapped Children. Revised.
- ED 140 565
Springboards to Learning. Career Guidance Institute (August 18-27, 1976). Final Report.
- ED 140 054
Summary of Research Findings on the Military General Educational Development Program. Final Report.
- ED 139 986
Those Elusive Components that Contribute to the Success of Compensatory Education Projects.
- ED 141 444
Three-Site Evaluation for Career Development Projects.
- ED 139 908
Toward Competency-Based Reading Systems.
- ED 140 265
Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings.
- ED 139 915
The Way It's Working: An Evaluation of the Boston Career Exploration Project.
- ED 140 083
- Program Evaluation**
Accountability in Tutorial Programs.
- ED 140 214
An Approach to Evaluation of Rural Development Act Title V Programs. Northeast Regional Center for Rural Development Publication 11, February 1976.
- ED 141 058
Assessment of Social Studies Learning of California Seventh Grade Students: A Report to the California Legislature, as Required by Assembly Concurrent Resolution No. 139.
- ED 141 233
Computer Assisted Instruction. 1975-76 Evaluation Report. A Title I Program. Revised.
- ED 140 495
A Cost-Benefit Study of the Alberta Correspondence School.
- ED 140 470
Differential Outcomes of Early Childhood Education.
- ED 140 935
Educational Evaluation in Malaysia - Trends and Prospects. IIEP Seminar Paper 10.
- ED 141 376
Effects of a Mother-Infant Program on Positive Feelings of New Mothers: A Pilot Investigation.
- ED 140 949
Elementary Social Studies Programs and the Curriculum Development Process: A Study Conducted during Sabbatical Leave, Fall Semester, 1976.
- ED 141 210
Evaluating the Provision of Employer Services: A Methodology. Final Report.
- ED 140 025
The Evaluation of Instructional Programs. ERS Annotated Bibliography.
- ED 140 457//
Evaluation of the Area Student Services Program, 1976-77.
- ED 141 416
Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1975-76. Final Evaluation Report.
- ED 141 452
Evaluation of the Knox County (Tennessee) Extended School Year Program: A Team Effort.
- ED 140 474
Evaluation Report of ECE, ESEA Title I, and EDY, 1975-76.
- ED 141 460
An Examination of Attitudes toward Current Secondary School English Programs in Greater Boston.
- ED 140 335//
- The Federal Civil Rights Enforcement Effort - 1974. Volume VII: To Preserve, Protect, and Defend the Constitution. A Report of the United States Commission on Civil Rights, June 1977.
- ED 141 232
Florida Migratory Child Compensatory Program. Evaluation, 75-76.
- ED 140 999
Helping Leaders Help Youth. An Evaluation Report of a Program for Illinois Volunteer 4-H Leaders, 1973-75.
- ED 141 000
Implementing English Programs in Alternative Schools.
- ED 140 356
Lenox Hill Neighborhood School Camp Program; School Year 1975-1976.
- ED 141 481
Limitations of a Standard Perspective on Program Evaluation: The Example of Ten Years of Teacher Corps Evaluations.
- ED 141 387
Little Rock Public Schools Early Childhood Survey.
- ED 140 957
Local Occupational Program Evaluation.
- ED 140 024
Methodology for the Evaluation of Education Attainments: A Project of the IBRD and IIEP. IIEP Seminar Paper 2.
- ED 141 377
Montgomery College Student Follow-up Study: First-Time Students, Fall 1972.
- ED 140 921
The Mount Druitt Early Childhood Project. Second Annual Report to Bernard Van Leer Foundation.
- ED 140 960
The Nature of the Evaluation Process. IIEP Seminar Paper 1.
- ED 141 375
Perceptual Conditioning for Decoding, 1975-1976.
- ED 141 482
Product Evaluation of the Senior High School Reading Laboratory Programs, 1975-76.
- ED 141 415
Project MACK. Final Evaluation Report 1974-1975.
- ED 140 415
Relationship between Student Participation in a Secondary School Reading Program and Selected School Performance Variables.
- ED 140 217//
Report of the African Regional Seminar on Educational Evaluation (Dar es Salaam, Tanzania, April 7-May 2, 1975).
- ED 141 373
Report on Compensatory Education, 1975-76.
- ED 141 474
Research and Development Project in Career Education. Final Report.
- ED 139 906
A Retrospective Analysis of the Development of Program Criteria.
- ED 140 477
A Retrospective Analysis of the Development of a Project Monitoring System.
- ED 140 478
SESA Productivity Measurement System. Measuring the Productivity of the State Employment Service Agencies. Final Report.
- ED 139 925
Skin, Scale, Feather, and Fur.
- ED 141 486
Teacher Perceptions of and Reactions to Field Based Programs in Early Childhood, Elementary, and Middle School Education at the University of Georgia, 1973-74.
- ED 141 305
Technical Assistance Outlines for Research Proposal Writers Conforming to Guidelines Derived from the FEDERAL REGISTER.
- ED 141 270
Third Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 19-24 January 1976). Final Report.
- ED 140 390
What Happens After Training: A Review of Follow-Up of Vocational Graduates.
- ED 140 010
- Program Improvement**
Elementary and Secondary Education Act of 1976; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-fourth Congress, Second Session on H.R. 11023 to Authorize a Career Education Program for Elementary and Secondary Schools, and for Other Purposes. Hearings Held in Washington, D.C. February 2, September 13 and 20, 1976.
- ED 139 916
Report of the Advisory Group on Libraries to the Librarian of Congress.
- ED 140 829
- Programing**
Adolescent Sociopaths. Revised.
- ED 140 551
A Computerized Special Collections Inventory System at the Wayne State University Libraries.
- ED 140 859
- Programing (Broadcast)**
Correlation and Identification: A Transactional Approach to the Formative Evaluation of Educational Television Programming.
- ED 140 305//
- Program Length**
Time to Advanced Degree: A Profile of Recent Advanced Degree Recipients.
- ED 140 762
- Program Planning**
Adult Developmental Activity Program Manual.
- ED 140 546
The California State University and Colleges Health Manpower Education Project. Final Report.
- ED 140 717
Improving Vocational Education Planning: More Myth Than Reality? Final Report.
- ED 140 027
Planning Pre-Employment Programs. Conducting Job Development Programs, Job Placement Programs, Follow-Up and Follow-Through Programs. Coordinator's Guide.
- ED 140 207
Planning Pre-Employment Programs. Module 1.
- ED 140 208
Team Reconnaissance: A Process for Involving Teachers in the Preplanning of Experiential Education Projects.
- ED 141 021
Vocationally Oriented School Planning for the Handicapped. Kindergarten through Grade Twelve.
- ED 140 537
- Program Proposals**
Audit-Proof Contracting for Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 3.
- ED 140 941//
College Library Program. A Proposal.
- ED 140 822
- Progressive Education**
Rachel's Radical Gospel: A Marxist Critique.
- ED 141 314
- Progressive Relaxation**
A Comparison of Exercise and Meditation in Reducing Physiological Response to Stress.
- ED 141 339
Continuous Utilization of Biofeedback in Psychotherapy.
- ED 140 140
Stress Testing Recovery EMG for Evaluation of Biofeedback and Progressive Muscle Relaxation Training Effects.
- ED 141 338
- Project Follow Through**
Desirable Teaching Behaviors--Tasks and Task Planning.
- ED 141 361
Florida Follow Through.
- ED 141 363
The Follow Through Planned Variation Experiment; What is the Pay-Off?
- ED 141 449
Leadership Training for Policy Advisory Committees. Conducting Business Meetings Effectively.

- Project Follow Through: An ERIC Abstract Bibliography. ED 141 359
- Project Head Start
Transmittal Notice: Announcement of Diagnostic Criteria for Reporting Handicapped Children in Head Start. ED 140 978
- Project MACK
Project MACK. Final Evaluation Report 1974-1975. ED 140 530
- Projects
Creating Documentary Theatre as Educational Process. ED 140 415
- Project SEARCH
Project SEARCH Multi-Arts Curriculum: Lessons Plans for Fostering Exceptional Creative Potential Among Children with Handicaps (Working Draft). ED 140 373
- Project SEARCH: Phase II Evaluation, 1975-1976. ED 140 561
- Project Start Up
Short-Term Adult Re-Training for Unemployed/Underemployed Persons (Start-Up). ED 140 560
- Project Total Discovery
Bronx Community College: National Project II Associate. Final Report for the Fund for the Improvement of Postsecondary Education. ED 141 470
- Pronunciation
Regional and General Speech Patterns of Factory Workers. ED 140 627
- Spoken and Written Communication: Are Five Vowels Enough? ED 140 640
- Prose Learning
A Consolidation of Advance Organizers and Student-Developed Pre-Reading Questions as a Method to Aid the Retention of Written Information. ED 140 233//
- Drawing Inferences from a Passage of Texts. ED 140 280
- The Effectiveness of Four Methods of Presentation upon the Recall of Factual Information of Expository Material by Fifth Graders. ED 140 310//
- The Effects of a Mnemonic on Retention of Verbal Information from Meaningful Prose. ED 140 288//
- Investigation of the Effects of Training in the Use of Adjunct Aids on Comprehension When Reading Factual Materials, With Attention Given to Measuring Attitudes. ED 140 235//
- Mathemagenic Effects of Postadjunct Questions in Three Response Modes on the Learning of Factual Knowledge and Its Application. ED 140 237//
- Using Multiple-Choice Questions as Review Aids in Prose Learning. ED 140 244
- Protein Calorie Advisory Group (PAG)
Feeding the Preschool Child: Documents Issued by PAG Ad Hoc Working Group Meetings (1969-1975). ED 140 968
- Proverbs
Vietnamese Proverbs Compared with Other Sources in Investigating National Characteristics for Pedagogical Purposes. ED 140 668
- Psychoeducational Clinics
Behavior Clinics: A Method to Change Attitudes? ED 140 129
- Psycholinguistics
The Bilingual Lexicon and Linguistic Innovation. ED 140 630
- Language and Reading Comprehension. Linguistics and Reading Series: 2. Papers in Applied Linguistics. CAL-ERIC/CLL Series on Languages and Linguistics, No. 52. ED 140 614
- Language Change in Childhood and in History. Working Papers of the Language Behavior Research Laboratory, No. 41. ED 140 671
- Language Development for the Classroom and Remedial Reading. Proceedings of the Fall 1972 Rutgers University Reading Conference. ED 140 260
- Linguistic Relativity: The Role of the Bilingual. ED 140 639//
- The Role of Semantics in the Application of Psycholinguistics to Language Assessment and Therapy. ED 140 635
- A Survey of Applied Linguistics. ED 140 678//
- What's Wrong with Complex Sentences? Children's Judgments of Unacceptable Elements. ED 140 655
- Psychological Characteristics
The Interaction Model of Anxiety: Some Possible Implications. ED 141 296
- The Relationship of Various Psychosocial Variables on the Positioning of College Ice Hockey Players. ED 141 340
- Psychological Development
Psychological Development of the Infant: Reciprocal Interactions Among Caretaker, Infant, and Environment. ED 140 964
- Psychological Evaluation
School Psychology 1976: Old Problems and New Opportunities. ED 140 160
- Psychological Needs
Hooked on Exercise: A Psycho-Biological Explanation. ED 141 300
- Psychological Patterns
Intervention Strategies for Populations at Risk: A Behavioral Approach to Prevention. ED 140 131
- Sex And People. ED 141 364//
- Stimulus-Seeking, Extraversion, and Neuroticism in Regular, Occasional, and Non-Exercisers. ED 141 301
- Psychological Services
Evaluation of the Area Student Services Program, 1976-77. ED 141 416
- The Factorial Measurement of Master's Level Clinical Functions in Mental Health Agencies. ED 140 168
- The Utilization of Consumer Surveys in Assigning Priorities to the Allocation of School Psychological Services. ED 140 144
- Psychological Studies
The Bilingual Child; Research and Analysis of Existing Educational Themes. ED 141 448//
- Department of Educational and Psychological Research, Malmo: Some Notes on Current Activities. Bulletin No. 57, Educational and Psychological Interactions. ED 141 344
- An Inventory for Appraising Experimental Research Designed for Introductory Research Methods Classes. ED 141 384
- Task Demand Characteristics: Factors in Reading Comprehension. ED 140 276
- Psychological Tests
Stress Testing Recovery EMG for Evaluation of Biofeedback and Progressive Muscle Relaxation Training Effects. ED 141 338
- Psychologists
The Factorial Measurement of Master's Level Clinical Functions in Mental Health Agencies. ED 140 168
- Psychology
APA (American Psychological Association) Task Force on Privacy and Confidentiality. Final Report. ED 140 179
- Measuring Student Preference at Oxnard Community College for Psychology Courses and Psychology Oriented Fields. ED 140 881
- Psychological and Physiological Alternatives in the Control of Human Communicative Behavior. ED 141 215
- On Selecting Graduate Psychology Students: A Tentative Proposal. ED 141 414
- Sociological and Social-Psychological Perspectives on Environmental Issues: A Bibliography. ED 141 189
- Spatial Stages Development in Children and Teacher Classroom Style in Geography. International Research in Geographic Education. ED 141 218
- Psychopathology
Obesity and Psychoanalysis. ED 140 133
- Psychophysiology
Continuous Utilization of Biofeedback in Psychotherapy. ED 140 140
- Hooked on Exercise: A Psycho-Biological Explanation. ED 141 300
- Stimulus-Seeking, Extraversion, and Neuroticism in Regular, Occasional, and Non-Exercisers. ED 141 301
- Psychotherapy
Adolescent Sociopaths. Revised. ED 140 551
- Continuous Utilization of Biofeedback in Psychotherapy. ED 140 140
- LORS. Learning Oriented Reality Structure...Or How to Keep Your Sanity and Have Fun Besides in All Those Crazy Meetings! ED 140 104
- The Process of Sex-Role Integration in Psychotherapy. Symposium. ED 140 153
- The Relationship of Chicano Acculturation to Self-Report Anxiety and Attitudes toward Counseling and Psychotherapy. ED 140 143
- Public Access
New York's Access to Records Law. ED 140 317
- Public Administration Education
Social Workers and Manpower Programs: An Experimental Approach to Professional Training and Curriculum Development. Final Report 1970-1973. ED 141 230
- Public Affairs Education
Suggestions to Improve Management of Radio Free Europe/Radio Liberty. Report to the Congress by the Comptroller General of the United States. ED 140 786
- Publications
The Multihandicapped: A Selective Bibliography of Non-Print and Print Materials. ED 140 835
- Public Education
An Evaluation of Visitor Response to "Man In His Environment." Final Report. ED 141 078
- The Politics of Local Public Education: Some Problems With Power Analysis. ED 141 295
- Public Education in Sparsely Populated Areas of the United States. ED 141 006
- Public Health
Higher Education for Public Health. ED 140 743//
- Maternal and Child Health Care Act-1976. Supplemental Hearing Before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Com-

- merce, House of Representatives, Ninety-Fourth Congress, Second Session on H.R. 12937, H.R. 14309, and H.R. 14822 (Identical Bills) and H.R. 14497. ED 140 944
- Self-Paced Instruction in Biometry at the University of Texas School of Public Health. ED 140 728
- Public Health Legislation**
- Maternal and Child Health Care Act--1976. Supplemental Hearing Before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Fourth Congress, Second Session on H.R. 12937, H.R. 14309, and H.R. 14822 (Identical Bills) and H.R. 14497. ED 140 944
- Publicize**
- Management Listens to Its Own Speech. ED 140 369
- Public Libraries**
- An Analysis of the Community and Public Library of Pawtucket, Rhode Island. ED 140 806
- The Combined School/Public Library Concept: Will it Work? ED 140 805
- Cooperation Among Unlike Institutions for Today's Learning Force. ED 140 780
- A Directory of Library Systems in New York State. ED 140 862
- National Commission on Libraries and Information Science. Annual Report to the President and Congress. 1975-1976. ED 140 799
- Public Opinion**
- Effects of the First 1976 Presidential Debate on Candidate's Images. ED 140 366
- The National Energy Plan. Summary of Public Participation. ED 141 129
- Public Opinion and the School Board. Selected Readings for School Board Members. ED 140 446
- Public Opinions About Education: A Statewide Poll of Wisconsin Residents. ED 140 406
- A Public Review in Federal Region VI of the Federal Interagency Day Care Requirements. ED 140 966
- The School Busing Controversy: 1970-75. ED 140 420//
- What the People Think About Their Schools: Gallup's Findings. Fastback Series No. 94. ED 141 400
- Public Policy**
- Musings on Paul Peterson's "School Politics Chicago Style" and on the Utility of Decision-Making Models. ED 140 467
- Old Age, Handicapped and Vietnam-Era Antidiscrimination Legislation. Labor Relations and Public Policy Series No. 14. ED 140 429//
- The Role of Engineers and Scientists in a National Policy for Technology. Report of the National Science Board. ED 141 120
- "Sunshine" in Michigan. ED 140 367
- Youth Unemployment: The Need for a Comprehensive Approach. ED 139 912
- Public Relations**
- Budget/Finance Campaigns: You Can't Afford to Lose. ED 140 428
- Developing Effective Public Relations. Coordinator's Guide. ED 140 187
- Developing Effective Public Relations. ED 140 188
- Handbook of Institutional Advancement. A Practical Guide to College and University Relations, Fund Raising, Alumni Relations, Government Relations, Publications, and Executive Management for Continued Advancement. ED 140 749//
- Public Schools**
- In All Fairness: A Handbook on Sex Role Bias in Schools. ED 140 186
- Collective Bargaining in California Public Education. SB 160--The Rodda Act. ED 140 506
- To Develop a System for Interfacing the Administration and Implementation of CETA and Vocational Programs at the Local Level. Final Report. ED 140 097
- Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs. ED 141 185
- Evaluation of Education Corps, 1975-76. Research and Evaluation Report; Vol. 10, No. 2., August 1976. ED 141 352
- Practices and Perceptions in School-Media Relations in the Midwest. ED 140 286//
- Public Opinions About Education: A Statewide Poll of Wisconsin Residents. ED 140 406
- What the People Think About Their Schools: Gallup's Findings. Fastback Series No. 94. ED 141 400
- Public School Systems**
- Little Rock Public Schools Early Childhood Survey. ED 140 957
- Public Speaking**
- The Image of the Candidates: A Communication Analysis of the Ford/Carter Debates I, II, and III. ED 140 359
- A Process Approach to Public Speaking: The Use of Exercises and Games. ED 140 372
- Publishing Industry**
- NNC (National News Council) Appraises an Appraisal. ED 140 318
- The Print Media and Equal Time. ED 140 323
- Researching, Writing, and Publishing Local History. ED 141 236//
- Puerto Ricans**
- Social Factors in Educational Attainment Among Puerto Ricans in U.S. Metropolitan Areas, 1970. The First in a Series of Reports on Puerto Ricans and Education. ED 141 421
- Pygmalion Effect**
- Transmission and Compliance with Expectations in a Simulated Supervisor-Worker Interaction. ED 140 137
- Pythagorean Theorem**
- Was Pythagoras Chinese? An Examination of Right Triangle Theory in Ancient China. The Pennsylvania State University Studies No. 40. ED 141 128//
- Quality of Life**
- A Comparison of Citizen and Leader Perceptions of Selected Quality of Life Indicators. ED 141 033
- Quebec**
- The Evolution of Professionalism in Quebec. ED 140 714
- Reform of the Professions in Quebec. ED 140 713
- Questioning Techniques**
- Getting It Out, Getting It Down: Adapting Zoellner's Talk-Write. ED 140 354
- Mathemagenic Effects of Postadjunct Questions in Three Response Modes on the Learning of Factual Knowledge and Its Application. ED 140 237//
- Using Multiple-Choice Questions as Review Aids in Prose Learning. ED 140 244
- Questionnaires**
- Are Elementary Principals Ready For Group Pre-Kindergarten Education? An Empirical Study in Iowa. ED 140 967
- Career Education. Administrators and Counselors Implementation Model. Module VI--Evaluation of Career Education (Administrator). ED 140 049
- The Problem With the Placement Study. ED 140 916
- A Public Review in Federal Region VI of the Federal Interagency Day Care Requirements. ED 140 966
- Student Relations to Instruction. Memo to the Faculty Number 58. ED 140 767
- Survey of Classroom Activities for Science: A Questionnaire for Evaluation and Description of Science Teaching in the Elementary School. ED 141 093
- Racial Attitudes**
- A Model of Intercultural Communication: The Interaction of Japanese and Other Ethnic Groups in Hawaii. ED 140 628
- Racial Differences**
- Social Origin and Attitudinal Perception in the Dynamics of Occupational Achievement Orientation. ED 141 063
- Student Team Learning Techniques: Narrowing the Achievement Gap Between the Races. Report No. 228. ED 141 469
- Racial Discrimination**
- Prediction of Air Force Technical Training Success from ASVAB and Educational Background. ED 140 098
- Racial Distribution**
- Toward Equality of Educational Opportunity and Attainment in Higher Education in Maryland. A Position Paper. ED 140 710
- Racial Factors**
- Residential and Racial Trends for the School-Age Population and Public School Teachers in Louisiana. Bulletin Number 697. ED 141 317
- Racial Integration**
- Emergency School Aid Act, Basic Project 1975-76. Research and Evaluation Report, V. 10 n. 11, March 1977. ED 141 459
- The Liberal Arts College: Desegregation without Integration. ED 141 239
- Racial Segregation**
- Meeting the Courts' Research Needs. ED 141 440
- Radio**
- Suggestions to Improve Management of Radio Free Europe/Radio Liberty. Report to the Congress by the Comptroller General of the United States. ED 140 786
- Radio Technology**
- Radio and Television Servicing. Intermediate Course. ED 139 936
- Random Effects**
- Observations of Teacher Behavior: A Problem of Two Random Effects. ED 141 388
- Rape**
- Attribution of Fault to Rape Victims. ED 140 106
- The Culpable Victim in Mendelsohn's Typology. ED 140 138
- Rating Scales**
- An Analysis of the Student Evaluation Form at Oakton Community College. ED 140 877
- Construction of a Bilingual Attitude Rating Scale. ED 140 633
- An Inventory for Appraising Experimental Research Designed for Introductory Research Methods Classes. ED 141 384

Survey of Faculty Awareness and Use of Alternative Teaching Strategies and Media Materials. ED 140 891

Reactive Behavior

Children's Motor Behavior Under Conditions of Parental Observation. ED 141 365

Domain Specificity in Tolerance for Ambiguity. ED 140 139

The Effects of Competition and Social Reinforcement Upon Perceptual Motor Performance. ED 141 332

Habit Strength Differences in Motor Behavior: The Effects of Social Facilitation Paradigms and Subject Sex. ED 141 297

The Interaction Model of Anxiety: Some Possible Implications. ED 141 296

Learning Derived by Visitors to the Ohio Historical Center. ED 139 998

Transmission and Compliance with Expectations in a Simulated Supervisor-Worker Interaction. ED 140 137

Readability

The Relationship of Eye-Voice Span to Reading Ability and Readability. ED 140 267

Reader Response

The Effect of Illustrations on Children's Non-verbal Responses to Literature. ED 140 332

Readers Theater

Interpreters Theatre: Theatre of the Word. ED 140 365

Reading

9 Questions on New Jersey State Testing on Reading: Proceedings of the Spring 1975 Rutgers University Reading Conference. ED 140 261

Educational Achievements of One-Teacher and of Larger Rural Schools. Bulletin, 1928, No. 15. ED 141 052

Language Arts Activities to Supplement COAST Learning Experiences. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 5. [Project COAST]. ED 141 140

What Children Read in China. Occasional Paper No. 77-6. ED 141 243

Reading Ability

Boy-Girl Differences in Reading: A Survey of Literature. ED 140 278

The Child Centered Reading Program; Evaluation Period September, 1975 to June 1976. ED 141 478

Some Observations on Cloze Tests. Language Centre News, No. 1. ED 140 602

Student Progress Reporter Corps., School Year 1975-1976. ED 141 488

Teacher Self-Help Project, 1975-76 School Year. ED 141 489

Reading Achievement

Anchor Test Study: School, Classroom, and Pupil Correlates of Fifth-Grade Reading Achievement. ED 141 418

Boy-Girl Differences in Reading: A Survey of Literature. ED 140 278

A Comparison of the Effects of Two Programs on the Development of Visual Perception and Reading Achievement-Art: A Perceptual Approach and the Frostig Program for the Development of Visual Perception. ED 140 254//

Effects of Class Size on Reading Achievement in Grades 1-3 in the Madison Metropolitan School District (1974-1976). ED 140 256

An Investigation of the Precision of Metaphorical Language Interpretation of Students in Grades Four through Seven. ED 140 294//

The Relationship between Reading Achievement and Academic Achievement for Program Graduates of the Diagnostic and Remedial Reading Program of the Richmond Schools. ED 140 236//

Relationships among Teacher and Pupil Self-Concept and Pupil Reading Achievement at the First Grade Level. ED 140 229//

Some Relationships between Maternal Variables, Reading Achievement and I.Q. for Low SES Black First Graders. ED 140 273

Speaking Black and Reading Standard (English). ED 140 221

Student Progress Reporter Corps., School Year 1975-1976. ED 141 488

A Study of the Reading Proficiency of Fourth Grade Children in North Dakota with Special Emphasis on the Disabled Reader. ED 140 239//

Reading Centers

Product Evaluation of the Senior High School Reading Laboratory Programs, 1975-76. ED 141 415

Reading Center: 1972-73 Follow-Up Study. No. 72. ED 140 227

Some Characteristics of Persistent and Non-Persistent Students Who Enrolled Voluntarily in a Developmental Reading Program at the University of Florida. ED 140 234//

Reading Comprehension

Analysis of Comprehension Practices in a Basal Series at the Intermediate Level. ED 140 222

Assessing Reading Comprehension. ED 140 225

Classroom Strategies for Secondary Reading. ED 140 266

Cognitive Factors in Children's Listening and Reading Comprehension: Assessment and Facilitation. Final Report. ED 140 226

Drawing Inferences from a Passage of Texts. ED 140 280

The Effect upon Comprehension of Mathematics Material Repatterned on the Basis of Oral Language. ED 140 275

The Effect upon Comprehension of the Presence and Type of Cognitive Organizer and of the Syntactic Structure of Recall Questions. ED 140 231//

The Importance of Teaching Blending in Beginning Reading Programs: Some Recent Research Findings. ED 140 270

Interacting Factors of Reading Comprehension in the Classroom. ED 140 264

Investigation of the Effects of Training in the Use of Adjunct Aids on Comprehension When Reading Factual Materials, With Attention Given to Measuring Attitudes. ED 140 235//

Language and Reading Comprehension. Linguistics and Reading Series: 2. Papers in Applied Linguistics. CAL-ERIC/CLL Series on Languages and Linguistics, No. 52. ED 140 614

Levels of Abstraction and the Adult Reader. ED 140 003

The Quality of High School Reading and Vocabulary Tests: Implications for the Researcher. ED 141 396

Reading in Different Kinds of Australian Children. ED 140 269

The Relationship of Selected Aspects of Reading Comprehension and Cognitive Tasks: Classification Abilities at the Concrete Operations Stage. ED 140 242//

Some Constraints on the Word Frequency Effect in Written Discourse. ED 140 357

A Study of the Effects of Teacher Oral Reading of Children's Literature on the Listening and Reading Achievement of Grade Four Students. ED 140 246//

Task Demand Characteristics: Factors in Reading Comprehension. ED 140 276

Teaching, Learning, and Reading in the Middle Grade Content Areas. ED 140 213

Teaching Strategies for Developing Comprehension Abilities. ED 140 224

Toward Understanding Syntax in Reading Comprehension: Review of Resources. Studies in Language Learning, Vol. 1, No. 1, Fall 1975. ED 140 604

Using Multiple-Choice Questions as Review Aids in Prose Learning. ED 140 244

Reading Development

Linguistic Development as a Limiting Factor in Learning to Read. ED 140 652

Reading Diagnosis

Adaptive Assessment for Nonacademic Secondary Reading. ED 140 240

Reading Difficulty

College Frosh in Preservice Reading Teaching: Using Programmed Tutoring with Slow-Learning Pupils. ED 140 252

An Interdisciplinary Journal of Specific Language Disability. Volume 25. ED 140 241

A Study of the Reading Proficiency of Fourth Grade Children in North Dakota with Special Emphasis on the Disabled Reader. ED 140 239//

Reading Habits

Reading Interests, Habits, and Attitudes of Eleventh Grade Students in Montgomery, Alabama. ED 140 215//

The Relationship of Readability, Content, Illustrations, and Other Format Elements to the Library Book Preferences of Second Grade Children. ED 140 243//

Reading Improvement

Product Evaluation of the Senior High School Reading Laboratory Programs, 1975-76. ED 141 415

Reading Center: 1972-73 Follow-Up Study. No. 72. ED 140 227

Reading Improvement Through Marine Environment Exploration, 1975-1976. ED 141 485

Reading Instruction

Adaptive Assessment for Nonacademic Secondary Reading. ED 140 240

An Analysis of Success Factors in Title III Reading Projects: Five Successes: Instructional Implications. ED 140 268

A Case Study of the Implementation of an Integrated Language-Experience Approach in an Elementary School. ED 140 308//

Classroom Strategies for Secondary Reading. ED 140 266

College Frosh in Preservice Reading Teaching: Using Programmed Tutoring with Slow-Learning Pupils. ED 140 252

Computer Assisted Instruction. 1975-76 Evaluation Report. A Title I Program. Revised. ED 140 495

Consultation on a Basic Reading Skill: Hookena, 1975-76. ED 140 263

Diagnosis, Prescriptions, Management Systems and the Director's Role. ED 140 219

DOGS-Designs for Organizing "Gobs" of Students. ED 140 249

The Effectiveness of the TARMAC Reading Program. ED 140 238//

The Generalization of Skills and Drills vs. Corrective Feedback Instruction to the Independent Reading Performance of Intermediate Aged Learning Disabled Boys. ED 140 218//

The Importance of Teaching Blending in Beginning Reading Programs: Some Recent Research Findings. ED 140 270

Interacting Factors of Reading Comprehension in the Classroom. ED 140 264

Language Development for the Classroom and Remedial Reading. Proceedings of the Fall 1972 Rutgers University Reading Conference. ED 140 260

Let's Teach Reading Better! 20 Suggestions for Lessons on Specific Reading Skills. ED 140 257

A Manual for Teachers of Reading to Adults. ED 140 034

Practical Suggestions for Remedial Teachers. ED 140 216

Product Evaluation of the Senior High School Reading Laboratory Programs, 1975-76. ED 141 415

Reading and Language, School Year 1975-1976. ED 141 484

Reading and TV: Proceedings of the Spring 1972 Rutgers University Reading Conference. ED 140 258

Reading in Virginia, 1977; Volume 5. ED 140 277

Some Characteristics of Persistent and Non-Persistent Students Who Enrolled Voluntarily in a Developmental Reading Program at the University of Florida. ED 140 234//

Stimulating Parent Involvement in Remedial Reading Programs: Strategies and Techniques. ED 140 245

A Study of the Reading Proficiency of Fourth Grade Children in North Dakota with Special Emphasis on the Disabled Reader. ED 140 239//

A Survey and Comparison of Beginning Reading Instruction Practices in English Versus Spanish for Mexican American Children in First-Grade Classrooms in Texas. ED 140 255//

Teaching, Learning, and Reading in the Middle Grade Content Areas. ED 140 213

Teaching Strategies for Developing Comprehension Abilities. ED 140 224

Toward Competency-Based Reading Systems. ED 140 265

What to Do If They Fire: The Remedial Reading Teacher? The Special Education Teacher? The Learning Disabilities Teacher? Proceedings of the Annual Spring Reading Conference (11th, Rutgers University, April 1976). ED 140 259

Reading Interests

Are Paperbacks Magic? ED 140 324

Encouraging Young Authors and Young Readers. ED 140 253

Enhancing the Lives of Nursing Home Patients through Reading Activities. ED 140 274

Reading Interests, Habits, and Attitudes of Eleventh Grade Students in Montgomery, Alabama. ED 140 215//

The Relationship of Readability, Content, Illustrations, and Other Format Elements to the Library Book Preferences of Second Grade Children. ED 140 243//

Reading Level

Performance on the Fall 1976 L.A.C.C. Guidance Examination. Research Study #77-7. ED 140 919

Reading Materials

Analysis of Comprehension Practices in a Basal Series at the Intermediate Level. ED 140 222

Kanien'Keha' Okara'Shon'A. Mohawk Stories. ED 140 669

Poetry as Motivation for Reading. ED 140 223

The Vegetable Bowl. [Student Booklet]. ED 141 132

Reading Material Selection

Are Paperbacks Magic? ED 140 324

Materials for English Education: Surveying the Territory. ED 140 312

Reading Interests, Habits, and Attitudes of Eleventh Grade Students in Montgomery, Alabama. ED 140 215//

The Relationship of Readability, Content, Illustrations, and Other Format Elements to the Library Book Preferences of Second Grade Children. ED 140 243//

Reading Processes

Assessing Reading Comprehension. ED 140 225

Drawing Inferences from a Passage of Texts. ED 140 280

Language and Reading Comprehension. Linguistics and Reading Series: 2. Papers in Applied Linguistics. CAL-ERIC/CLL Series on Languages and Linguistics, No. 52. ED 140 614

Six Case Studies in Learning to Read. ED 140 247//

Toward Understanding Syntax in Reading Comprehension: Review of Resources. Studies in Language Learning, Vol. 1, No. 1, Fall 1975. ED 140 604

Reading Programs

An Analysis of Success Factors in Title III Reading Projects; Five Successes: Instructional Implications. ED 140 268

A Case Study of the Implementation of an Integrated Language-Experience Approach in an Elementary School. ED 140 308//

The Child Centered Reading Program; Evaluation Period September, 1975 to June 1976. ED 141 478

Connecticut Right to Read Program Planning Model. ED 140 262

Diagnosis, Prescriptions, Management Systems and the Director's Role. ED 140 219

The Effectiveness of the TARMAC Reading Program. ED 140 238//

Summer Recess: Does it Make a Difference on Title I Student Achievement? ED 141 445

Teacher Performance Contracts, ERS Research Brief. ED 140 456//

What to Do If They Fire: The Remedial Reading Teacher? The Special Education Teacher? The Learning Disabilities Teacher? Proceedings of the Annual Spring Reading Conference (11th, Rutgers University, April 1976). ED 140 259

Reading Readiness

Basic Skills After School Pre-Kindergarten Program, 1975-1976. ED 141 476

Perceptual Conditioning for Decoding, 1975-1976. ED 141 482

Reading and TV: Proceedings of the Spring 1972 Rutgers University Reading Conference. ED 140 258

Word Learning in Beginning Readers and Pre-readers. ED 140 248

Reading Research

Analysis of Comprehension Practices in a Basal Series at the Intermediate Level. ED 140 222

An Analysis of Success Factors in Title III Reading Projects; Five Successes: Instructional Implications. ED 140 268

Are Paperbacks Magic? ED 140 324

Assessing Reading Comprehension. ED 140 225

Boy-Girl Differences in Reading: A Survey of Literature. ED 140 278

A Case Study of the Implementation of an Integrated Language-Experience Approach in an Elementary School. ED 140 308//

Cognitive Factors in Children's Listening and Reading Comprehension: Assessment and Facilitation. Final Report. ED 140 226

A Comparison of the Effects of Two Programs on the Development of Visual Perception and Reading Achievement--Art: A Perceptual Approach and the Frostig Program for the Development of Visual Perception. ED 140 254//

A Consolidation of Advance Organizers and Student-Developed Pre-Reading Questions as a Method to Aid the Retention of Written Information. ED 140 233//

Consultation on a Basic Reading Skill: Hookena, 1975-76. ED 140 263

Drawing Inferences from a Passage of Texts. ED 140 280

The Effectiveness of the TARMAC Reading Program. ED 140 238//

Effects of Class Size on Reading Achievement in Grades 1-3 in the Madison Metropolitan School District (1974-1976). ED 140 256

The Effects of Directionality and Complexity on Learning Disabled and Normal Subjects' Learning Sentence Sequence, Comprehending Sentences and Recognizing Sentence Relationships. ED 140 220//

The Effect upon Comprehension of Mathematics Material Repatterned on the Basis of Oral Language. ED 140 275

The Effect upon Comprehension of the Presence and Type of Cognitive Organizer and of the Syntactic Structure of Recall Questions. ED 140 231//

The Generalization of Skills and Drills vs. Corrective Feedback Instruction to the Independent Reading Performance of Intermediate Aged Learning Disabled Boys. ED 140 218//

The Illiteracy Concept: Defining the Critical Level. ED 140 282

The Importance of Teaching Blending in Beginning Reading Programs: Some Recent Research Findings. ED 140 270

An Interdisciplinary Journal of Specific Language Disability. Volume 25. ED 140 241

Investigation of the Effects of Training in the Use of Adjunct Aids on Comprehension When Reading Factual Materials, With Attention Given to Measuring Attitudes. ED 140 235//

Language and Reading Comprehension. Linguistics and Reading Series: 2. Papers in Applied Linguistics. CAL-ERIC/CLL Series on Languages and Linguistics, No. 52. ED 140 614

Language Development for the Classroom and Remedial Reading. Proceedings of the Fall 1972 Rutgers University Reading Conference. ED 140 260

Mathematic Effects of Postadjunct Questions in Three Response Modes on the Learning of Factual Knowledge and Its Application. ED 140 237//

Performance by Prospective Teachers with Different Preparation in Diagnosis of Oral Reading by a Linguistically Different Student. ED 140 250

Reading Center: 1972-73 Follow-Up Study. No. 72. ED 140 227

The Relationship between Reading Achievement and Academic Achievement for Program Graduates of the Diagnostic and Remedial Reading Program of the Richmond Schools. ED 140 236//

Relationship between Student Participation in a Secondary School Reading Program and Selected School Performance Variables. ED 140 217//

The Relationship of Eye-Voice Span to Reading Ability and Readability.

ED 140 267

The Relationship of Readability, Content, Illustrations, and Other Format Elements to the Library Book Preferences of Second Grade Children.

ED 140 243//

The Relationship of Selected Aspects of Reading Comprehension and Cognitive Tasks: Classification Abilities at the Concrete Operations Stage.

ED 140 242//

Relationships among Teacher and Pupil Self-Concept and Pupil Reading Achievement at the First Grade Level.

ED 140 229//

Relationships between Affective Measures and Reading Success of Low Income Black Children.

ED 140 230//

Six Case Studies in Learning to Read.

ED 140 247//

Some Characteristics of Persistent and Non-Persistent Students Who Enrolled Voluntarily in a Developmental Reading Program at the University of Florida.

ED 140 234//

Some Constraints on the Word Frequency Effect in Written Discourse.

ED 140 357

Some Relationships between Maternal Variables, Reading Achievement and I.Q. for Low SES Black First Graders.

ED 140 273

Speaking Black and Reading Standard (English).

ED 140 221

A Study of the Effects of Teacher Oral Reading of Children's Literature on the Listening and Reading Achievement of Grade Four Students.

ED 140 246//

A Study of the Literacy Level of Atlanta Public High School 11th and 12th Grade Students.

ED 140 251//

A Study of the Reading Proficiency of Fourth Grade Children in North Dakota with Special Emphasis on the Disabled Reader.

ED 140 239//

A Survey and Comparison of Beginning Reading Instruction Practices in English Versus Spanish for Mexican American Children in First-Grade Classrooms in Texas.

ED 140 255//

Task Demand Characteristics: Factors in Reading Comprehension.

ED 140 276

Toward Competency-Based Reading Systems.

ED 140 265

Toward Understanding Syntax in Reading Comprehension: Review of Resources. Studies in Language Learning, Vol. 1, No. 1, Fall 1975.

ED 140 604

Using Multiple-Choice Questions as Review Aids in Prose Learning.

ED 140 244

Word Learning in Beginning Readers and Pre-readers.

ED 140 248

Reading Skills

Adaptive Assessment for Nonacademic Secondary Reading.

ED 140 240

Analysis of Comprehension Practices in a Basal Series at the Intermediate Level.

ED 140 222

College Fresh in Preservice Reading Teaching: Using Programed Tutoring with Slow-Learning Pupils.

ED 140 252

The Effects of Directionality and Complexity on Learning Disabled and Normal Subjects' Learning Sentence Sequence, Comprehending Sentences and Recognizing Sentence Relationships.

ED 140 220//

Food Services. Reading and Language Activities.

ED 140 064

The Illiteracy Concept: Defining the Critical Level.

ED 140 282

Let's Teach Reading Better! 20 Suggestions for Lessons on Specific Reading Skills.

ED 140 257

Linguistic Development as a Limiting Factor in Learning to Read.

ED 140 652

Perceptual Conditioning for Decoding, 1975-1976.

ED 141 482

Product Evaluation of the Senior High School Reading Laboratory Programs, 1975-76.

ED 141 415

Reading Improvement Through Marine Environment Exploration, 1975-1976.

ED 141 485

A Study of the Literacy Level of Atlanta Public High School 11th and 12th Grade Students.

ED 140 251//

Reading Tests

9 Questions on New Jersey State Testing on Reading; Proceedings of the Spring 1975 Rutgers University Reading Conference.

ED 140 261

Anchor Test Study: School, Classroom, and Pupil Correlates of Fifth-Grade Reading Achievement.

ED 141 418

Assessing Reading Comprehension.

ED 140 225

The Quality of High School Reading and Vocabulary Tests: Implications for the Researcher.

ED 141 396

Some Observations on Cloze Tests. Language Centre News, No. 1.

ED 140 602

Realism

Young Children's Perception of the Reality of Television in Relation to Conservation and Sex.

ED 140 287//

Reality

Young Children's Perception of the Reality of Television in Relation to Conservation and Sex.

ED 140 287//

Recall (Psychological)

The Effectiveness of Four Methods of Presentation upon the Recall of Factual Information of Expository Material by Fifth Graders.

ED 140 310//

Effect of Imposed Versus Self-Generated Imagery and Sentence Mediation on the Free Recall of Retarded Adolescents.

ED 140 525

The Effects of Presentation Variables Upon Clustering and Recall Performance in the Elderly.

ED 140 119

The Effect upon Comprehension of the Presence and Type of Cognitive Organizer and of the Syntactic Structure of Recall Questions.

ED 140 231//

Recognition

The Influence of Age and Intrastimulus Organization on Recognition Memory of Information in Complex Pictures.

ED 140 128

Reconnaissance

Team Reconnaissance: A Process for Involving Teachers in the Preplanning of Experiential Education Projects.

ED 141 021

Recreation

A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.

ED 139 911

Leisure Services: The Organized Recreation and Park System. Fifth Edition.

ED 141 280//

Water for Fun. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 104. [Project COAST].

ED 141 141

Recreational Activities

Historic Denver for Kids.

ED 141 260

The New Games Book. Play Hard, Play Fair, Nobody Hurt.

ED 141 268//

The Role of the "Y" as a Leisure Education Organization.

ED 140 023

Special Technology for Special Children: Computers as Prostheses to Serve Communication

and Autonomy in the Education of Handicapped Children.

ED 140 526

Recreational Facilities

Creative Administration in Recreation and Parks.

ED 141 343//

Park Planning Handbook. Fundamentals of Physical Planning for Parks and Recreation Areas.

ED 141 279//

Recreation Finances

Creative Administration in Recreation and Parks.

ED 141 343//

Reduction in Force

From Impasse to "Lockout": Community College of Beaver County, September 1976. Special Report #30.

ED 140 907

Reference Groups

Issues in the Measurement of Contextual Effects: Homogeneity of Associations and Multiple Reference Populations.

ED 141 419

Reference Groups and Significant Others: Toward an Interface.

ED 140 111

Reference Materials

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 1.

ED 140 626

Legal Literature Survey: A Bibliography for a Workshop on Unraveling Government and Legal Documents.

ED 140 819

School Law: A Selected Bibliography to Resources.

ED 140 505

Science and Society. LC Science Tracer Bulletin.

ED 141 188

Refrigeration

Air Conditioning. Performance Objectives. Intermediate Course.

ED 139 937

Regional Cooperation

Conference of Ministers of Education of African Member States Organized by Unesco with the Co-operation of OAU and ECA. (Lagos, Nigeria, 27 January-4 February 1976.) Final Report.

ED 140 493

Regional Dialects

Regional and General Speech Patterns of Factory Workers.

ED 140 627

Regional Differences

Farm Population Estimates for 1975. Agricultural Economic Report No. 352.

ED 141 036

Regional Libraries

A Directory of Library Systems in New York State.

ED 140 862

Regular Class Placement

Mainstreaming as an Approach to Special Education Services: Organization and Training.

ED 140 519

Mainstreaming the Visually Impaired Child.

ED 140 540

Special Education Delivery Alternatives: Changes Over Time in Teacher Ratings, Self-Image, Perceived Classroom Climate and Academic Achievement Among Handicapped and Nonhandicapped Children. Revised.

ED 140 565

A Study of Attitudes Toward Deafness and Its Implications for Mainstreaming.

ED 140 524

The Teen-Age Years: A Time to Declare Independence.

ED 140 576

Rehabilitation Counseling

The 1976 Evaluation of the Navy's Alcohol Rehabilitation Programs.

ED 140 146

Reinforcement

- Effect of a Combined Celeration - Error Analysis: Procedure on Oral Reading Performance. ED 140 570

Relative Clauses

- Acquisition of Japanese Relative Clauses: A Case Study on a Two-Year-Old. Annual Reports, Vol. 1. ED 140 610

Relativity

- A Conceptual Derivation of Einstein's Postulates of Special Relativity. ED 141 089
A Postulated Mechanism That Leads to Materialization and Dematerialization of Matter and to Antigravity. ED 141 090
Quiton/Perceptron Physics: A Theory of Existence, Perception, and Physical Phenomena. ED 141 091

Released Time

- Paid Educational Leave. NIE Papers in Education and Work: Number Six. ED 140 022

Relevance (Education)

- Review of Research in Social Studies Education: 1970-1975. Bulletin 49. ED 141 192

Religious Education

- Private Elementary and Secondary Education: A Bibliography of Selected Publications (1950-1974). ED 140 498

Relocatable Facilities

- Manufactured Housing—The Modular Home in Texas. ED 140 491

Relocation

- Internal Migration. UNITAR News, Vol. 8, 1976. ED 141 176

Remedial Instruction

- Accountability in Tutorial Programs. ED 140 214
Bilingual-Bicultural Program at C.S. 77, 1975-76. ED 141 477
Demonstration of Activities Designed to Promote Cognitive Growth. ED 140 585
Early Identification Program. ED 141 479
Emergency School Aid Act, Basic Project 1975-76. Research and Evaluation Report, V. 10 n. 11, March 1977. ED 141 459
The Role of Semantics in the Application of Psycholinguistics to Language Assessment and Therapy. ED 140 635
Writing an Original Research Paper Involves an Ability to Perform. ED 140 331

Remedial Mathematics

- Cross-Age Tutoring in Elementary Basic Math. ED 141 110
Homework Helper Component. Evaluation Period School Year 1974-75. ED 141 441
ICIM, Individualized, Competency Based, Instruction in Mathematics: Basic Mathematical Skills. Chicago State University Mathematics Remediation Program. ED 141 088
T.E.A.T.H. Program, English as a Second Language (School Year 1975-1976). ED 141 491

Remedial Programs

- Learning Disabilities: Theory, Assessment and Remediation. A Bibliography. ED 140 521
Training Parents of Learning Disabled Children in Facilitative Communication Skills. ED 140 292//

Remedial Reading

- An Analysis of Success Factors in Title III Reading Projects; Five Successes: Instructional Implications. ED 140 268

The Generalization of Skills and Drills vs. Corrective Feedback Instruction to the Independent Reading Performance of Intermediate Aged Learning Disabled Boys. ED 140 218//

Handicapped Children Component: Remedial Services, Non-Public Schools. School Year 1974-75. ED 141 442

Homework Helper Component. Evaluation Period School Year 1974-75. ED 141 441

An Interdisciplinary Journal of Specific Language Disability. Volume 25. ED 140 241

Language Development for the Classroom and Remedial Reading. Proceedings of the Fall 1972 Rutgers University Reading Conference. ED 140 260

Pictures as a Basis for Teaching Reading, School Year 1975-1976. ED 141 483

Practical Suggestions for Remedial Teachers. ED 140 216

Reading and Language, School Year 1975-1976. ED 141 484

The Relationship between Reading Achievement and Academic Achievement for Program Graduates of the Diagnostic and Remedial Reading Program of the Richmond Schools. ED 140 236//

Student Progress Reporter Corps., School Year 1975-1976. ED 141 488

A Study of the Reading Proficiency of Fourth Grade Children in North Dakota with Special Emphasis on the Disabled Reader. ED 140 239//

Teacher Training and Tutorial Program in Reading; Evaluation Period, School Year 1975-1976. ED 141 490

T.E.A.T.H. Program, English as a Second Language (School Year 1975-1976). ED 141 491

Remedial Reading Programs

- Relationship between Student Participation in a Secondary School Reading Program and Selected School Performance Variables. ED 140 217//
Stimulating Parent Involvement in Remedial Reading Programs: Strategies and Techniques. ED 140 245

Repair

- Appliance Services. Intermediate Course. Career Education. ED 139 951
Auto Mechanics. Performance Objectives. Basic Course. ED 139 948
Automotive Body Repair. Performance Objectives. Basic Course. ED 139 950
Automotive Body Repair. Performance Objectives. Intermediate Course. ED 139 957
Business Machine Maintenance. Performance Objectives. Intermediate Course. ED 139 930
Business Machine Maintenance. Performance Objectives. Basic Course. ED 139 931
Custodial Services and Building Maint: Performance Objectives. ED 139 933
Gasoline Engine Mechanics. Performance Objectives. Intermediate Course. ED 139 928

Research

- Computer Managed Instruction at Remote Sites by Satellite: Phase I, A Feasibility Study. ED 140 791
Current Topics in Early Childhood Education. Volume I. ED 140 988//
Ethological Perspectives on Preschool Social Organization. ED 140 976
Journalism Abstracts: M.A., M.S., Ph.D. Theses in Journalism and Mass Communication. Vol. 14. ED 140 333
A Minor Miracle. An Informal History of the National Science Foundation. ED 141 130

A Regression Model for Selection of Games to Enhance Problem Solving and Personality Skills in Young Children. ED 140 844

The Relationship Between Higher Education and Technological Development: The Canadian Experience. ED 140 685

Reports on Standardized Economic Figures for Small Newspapers and City Editors' Knowledge about Their Audience. America Newspaper Publishers Association News Research Bulletin, No. 2. ED 140 349

Researching, Writing, and Publishing Local History. ED 141 236//

A Review of Research and Evaluation Literature on Outward Bound and Related Educational Programs. ED 141 039

Women and Work. R & D Monograph 46. ED 140 062

Research and Development Centers

- EUDISED Project: Present State and Development Prospects. ED 140 827
Manpower Resources for Scientific Activities at Universities and Colleges, January 1976. ED 141 180
Rural Development: A Pilot Project in Clinton County, New York. ED 141 060

Research and Instruction Units

- Effectiveness of the Instruction and Research Unit and Student Achievement in IGE Schools. Technical Report No. 385. Parts I and II. ED 141 328

Research Criteria

- Technical Assistance Outlines for Research Proposal Writers Conforming to Guidelines Derived from the FEDERAL REGISTER. ED 141 270

Research Design

- Institutional Research: Resources and Suggestions. ED 140 880
Level and Remedy in School Desegregation Research. ED 141 472
The National Advisory Committee on Hyperkinesia and Food Additives. Report to the Nutrition Foundation. ED 140 512
National Longitudinal Study of the High School Class of 1972: First Followup Survey Design, Instrument Preparation, Data Collection and File Development. ED 141 406
Observations of Teacher Behavior: A Problem of Two Random Effects. ED 141 388
Structures for Organizational Effectiveness Criteria and Their Implications. ED 140 124

Researchers

- Institutional Research in Georgia Junior Colleges. ED 140 913

Research Methodology

- Adult Basic Education Follow-Up Study. ED 139 997
Clarifying the Class Size Question. Evaluation and Synthesis of Studies Related to the Effects of Class Size, Pupil-Adult, and Pupil-Teacher Ratios. ED 140 397//
Class-Inclusion: An Analysis of Responses Under Concrete and Verbal Presentation. ED 140 987
Conjoint Scaling as a Decision Aide in Curriculum Development. ED 140 417
In Defense of Revisionism. ED 141 254
Ecological Inquiry: Expanding the Definition. ED 140 788
The Effects of Reverse Instructional Sequencing and Elicited Verbalization on Learning a Problem Solving Algorithm. ED 140 961
The Humanistic Approach to Educational Research.

- Icon Duration and Development. ED 140 475
- Issues in the Measurement of Contextual Effects: Homogeneity of Associations and Multiple Reference Populations. ED 140 990
- Level and Remedy in School Desegregation Research. ED 141 419
- Need for Research in Education. ED 141 472
- The Problem With the Placement Study. ED 140 494
- Rationale for and Effects of Utilizing Both Qualitative and Quantitative Analyses in a Naturalistic Research Project. ED 140 000
- Response Surface Methodology Revisited: A Commentary on Research Strategy. ED 141 385
- Responsiveness with Rigor: A Methodology for Diagnosis of Adult Education Needs through Ethnographic Research. ED 139 991
- Studies in Income Distribution. Estimation of Social Security Taxes on the March Current Population Survey. No. 4. ED 140 057
- Studies in Income Distribution. Projection of March Current Population Survey: Population Earnings, and Property Income, March 1972 to March 1976. No. 1. ED 140 056
- Survey of Non-Returning Non-Vocational Students. ED 140 906
- Technical Assistance Outlines for Research Proposal Writers Conforming to Guidelines Derived from the FEDERAL REGISTER. ED 141 270
- Those Elusive Components that Contribute to the Success of Compensatory Education Projects. ED 141 444
- Research Needs**
- Adolescent Research Opinion and National Youth Policy: What We Know and What We Don't Know. ED 140 151
- An Assessment of Research Needs of Women in the Rural United States: Literature Review and Annotated Bibliography. ED 141 465
- Institutional Research in Georgia Junior Colleges. ED 140 913
- Meeting the Courts' Research Needs. ED 141 440
- A Modified Delphi Technique for Obtaining Consensus on Institutional Research Priorities. Research Brief. ED 140 912
- The National Advisory Committee on Hyperkinesis and Food Additives. Report to the Nutrition Foundation. ED 140 512
- Need for Research in Education. ED 140 494
- An Overview of Communication Research in Asia: Status, Problems and Needs. Papers of the East-West Communication Institute No. 6. ED 140 362
- The Politics of Local Public Education: Some Problems With Power Analysis. ED 141 295
- Research on the Effect of Feedback on Writing: Review and Implications. ED 140 355
- Review of Research in Social Studies Education: 1970-1975. Bulletin 49. ED 141 192
- The Role of Engineers and Scientists in a National Policy for Technology. Report of the National Science Board. ED 141 120
- Research Opportunities**
- The Relationship Between Higher Education and Technological Development: The Canadian Experience. ED 140 685
- Research Papers**
- Writing an Original Research Paper Involves an Ability to Perform. ED 140 331

Research Problems

- Conference on the Trend in Income Inequality in the U.S. Part I, Trends in Inequality of Well-Offness in the United States since World War II. Part 2, Conference Overview: Conceptual Issues, Data Issues, and Policy Implications. ED 141 457
- Difficulties Associated with the Application of Social Science Data in Policy Development. ED 141 209
- The Humanistic Approach to Educational Research. ED 140 475
- Need for Research in Education. ED 140 494
- An Overview of Communication Research in Asia: Status, Problems and Needs. Papers of the East-West Communication Institute No. 6. ED 140 362
- The Politics of Local Public Education: Some Problems With Power Analysis. ED 141 295
- Survey of Non-Returning Non-Vocational Students. ED 140 906
- Task Demand Characteristics: Factors in Reading Comprehension. ED 140 276
- Those Elusive Components that Contribute to the Success of Compensatory Education Projects. ED 141 444
- What Happens After Training: A Review of Follow-Up of Vocational Graduates. ED 140 010
- Research Projects**
- Department of Educational and Psychological Research, Malmö: Some Notes on Current Activities. Bulletin No. 57, Educational and Psychological Interactions. ED 141 344
- EUDISED R&D Bulletin, 1976, No. 1. ED 140 777
- National Directory of Educational Programs in Gerontology. First Edition. ED 140 015
- Research Reviews (Publications)**
- Learning Disabilities: Theory, Assessment and Remediation. A Bibliography. ED 140 521
- Peer Tutoring - Introduction and Historical Perspective. ED 140 593
- Program Planning Guidelines: A Review of Research with Implications for the Education and Training of the Severely to Profoundly Mentally Retarded. ED 140 518
- Research Skills**
- Writing an Original Research Paper Involves an Ability to Perform. ED 140 331
- Research Utilization**
- The Educational Psychologist as Architect. ED 141 227
- The Importance of the Graphic Approach to Research in Higher Education. ED 140 694
- Meeting the Courts' Research Needs. ED 141 440
- Need for Research in Education. ED 140 494
- Reservations (Indian)**
- AISOM (The American Indian School of Medicine), March 1977. ED 141 026
- Lakota Social System. ED 141 013
- Reservation Economic Development. A Course in Small Business. ED 141 015
- Resident Camp Programs**
- Lenox Hill Neighborhood School Camp Program; School Year 1975-1976. ED 141 481
- Residential Patterns**
- Student Residence Location, College Service Areas, and Socio Economic Census Data of the San Jose Community College District. A Demographic Profile Based Upon the 1975 Special Census. ED 140 903

Residential Programs

- Development of a Milieu Intervention Program for Treatment of Emotionally Disturbed Deaf Children. ED 140 589
- A National Forum on Residential Services (New Orleans, Dec. 3-4, 1976). ED 140 534
- Procedure Manual for Group Homes for Developmentally Disabled Adults. Revised January, 1977. ED 140 545
- Residential Behavior Therapy Treatment as an Intensive Care Approach to the Development of Community Competence. ED 140 598
- Resident Students**
- Origin of Kentucky College and University Enrollments, 1976. ED 140 716
- Resource Allocations**
- Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.2) Plans for Resource Allocation. ED 140 044
- PPBS in Higher Education: The Impossible Dream? ED 140 719
- Resource Allocation and Time Utilization in IGE and Non-IGE Schools. Technical Paper No. 410. ED 140 490
- A Theoretical Approach for Internal Allocation of Academic Personnel Resources. ED 140 691
- Resource Centers**
- Establishing a Career Resource Center. Coordinator's Guide. ED 140 197
- Establishing a Career Resource Center. ED 140 198
- Penetrating School Strata through Career Education. Final Report. ED 139 989
- Seattle Community Learning Center Demonstration Project. Final Report. ED 140 849
- Resource Guides**
- Guidelines for Maximum Use of the Washington Library Network Resource Directory to Increase Its Effectiveness as a Reference and Bibliographic Tool. ED 140 841
- Institutional Research: Resources and Suggestions. ED 140 880
- Metrics Course Outline and Resources. ED 141 073
- School Law: A Selected Bibliography to Resources. ED 140 505
- Resource Materials**
- Cartel. Annotated Bibliography of Bilingual Bicultural Materials. Vol. III, No. 42. ED 140 677
- Cartel: Annotations and Analyses of Bilingual Multicultural Materials. Winter 1976-77. Vol. IV, No. 2. ED 140 613
- Child Care Services Handbook. ED 139 971
- Resources for School Based Teacher Educators. ED 141 290
- Toward Understanding Syntax in Reading Comprehension: Review of Resources. Studies in Language Learning, Vol. 1, No. 1, Fall 1975. ED 140 604
- Resources**
- How to Get Those "Extras" Out Of Retirement Living. A Course of Study Designed for Public School Continuing Education Programs. ED 140 177
- Resource Teachers**
- Special Education Delivery Alternatives: Changes Over Time in Teacher Ratings, Self-Image, Perceived Classroom Climate and Academic Achievement Among Handicapped and Nonhandicapped Children. Revised. ED 140 565
- Resource Units**
- Resources for School Based Teacher Educators

- ED 141 290
- Resource Utilization**
Economic and Political Exploitation of Marine Resources. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 235. [Project COAST].
ED 141 157
- Response Mode**
The Effect of Illustrations on Children's Non-verbal Responses to Literature.
ED 140 332
Mathemagenic Effects of Postadjunct Questions in Three Response Modes on the Learning of Factual Knowledge and Its Application.
ED 140 237//
A Study of the I Don't Know Response in Multiple-Choice Tests. Iowa Testing Programs Occasional Papers, No. 5.
ED 141 371
- Response Surface Methodology**
Response Surface Methodology Revisited: A Commentary on Research Strategy.
ED 141 385
- Retarded Children**
Differentiating MR and LD Groups by WISC-R Profile Analysis.
ED 140 154
- Retention**
A Consolidation of Advance Organizers and Student-Developed Pre-Reading Questions as a Method to Aid the Retention of Written Information.
ED 140 233//
The Effects of a Mnemonic on Retention of Verbal Information from Meaningful Prose.
ED 140 288//
The Effects of Practice-Item Variety, Practice Strategy and Training Mode on Performance in a Rule-Finding Task.
ED 140 350
The Influence of Age and Intra-stimulus Organization on Recognition Memory of Information in Complex Pictures.
ED 140 128
Using Multiple-Choice Questions as Review Aids in Prose Learning.
ED 140 244
- Retirement**
1975-76 Youth Conferences on Older Americans. A Report to the President of the United States for Older Americans Month.
ED 140 171
How to Get Those "Extras" Out of Retirement Living. A Course of Study Designed for Public School Continuing Education Programs.
ED 140 177
Primary Prevention for the Senior Citizen: The Preparation for Retirement Program.
ED 140 167
Studies in Income Distribution. Estimation of Social Security Taxes on the March Current Population Survey, No. 4.
ED 140 057
Studies in Income Distribution. Internal Rates of Return to Retired Worker-Only Beneficiaries under Social Security, 1967-70, No. 5.
ED 140 058
- Revisionism**
In Defense of Revisionism.
ED 141 254
- Rhetoric**
Escalation of Agitative Rhetoric: A Case Study of Mattachine Midwest, 1967-1970.
ED 140 358
The Problems of Using Public Rhetoric to Reveal Private Philosophy: An Analysis of Richard Weaver on the Arguments from Circumstance and Definition.
ED 140 368
- Richards Education Through Music Method**
Bilingual Education through Music.
ED 141 473
- Right to Read**
Connecticut Right to Read Program Planning Model.
ED 140 262
- Rodda Act (California)**
Collective Bargaining in California Public Education. SB 160--The Rodda Act.
ED 140 506
- Role Models**
Parent-Child Relationships Parental Role Models and Reference Others--Their Joint Impact on Juvenile Delinquency.
ED 140 107
- Role Perception**
Engaged Couples' Reactions to a Marriage Contract.
ED 140 159
Family and Sex Roles: A Theoretical Integration.
ED 140 158
The Paraprofessional in Special Education.
ED 140 582
The Psychologist As a Change-Agent in Providing In-Service Training to Staff Members Serving School-Aged Severely Retarded.
ED 140 571
Role Implications of a Rank Ordering Process by Elementary Principals.
ED 140 468
Role-Making Processes and University Administration. Final Report.
ED 140 725
Transition from Childhood to Adulthood: A Longitudinal Study of Attitude Change over Four Years.
ED 140 002
Transmission and Compliance with Expectations in a Simulated Supervisor-Worker Interaction.
ED 140 137
World View and Educational Change: A Study of Time in a Small School District.
ED 141 035
- Role Playing**
LORS. Learning Oriented Reality Structure...Or How to Keep Your Sanity and Have Fun Besides in All Those Crazy Meetings!
ED 140 104
Small Group Triad: An Instructional Mode for the Teaching of Writing.
ED 140 321
- Role Theory**
Reference Groups and Significant Others: Toward an Interface.
ED 140 111
- Rolling Prairie Library System**
Application of a Library Network Model: A Case Study of the Rolling Prairie Library System.
ED 140 797
- Runaways**
Runaway Youth: A Status Report and Summary of Projects as of March 31, 1976.
ED 140 175
- Rural Areas**
Analysis of Adult Learning Experiences in Rural Settings.
ED 140 008
Barefoot-Doctors. Occasional Paper No. 77-4.
ED 141 263
Demographic Norms for Metropolitan, Non-metropolitan and Rural Counties. Mental Health Demographic Profile System Working Paper No. 24, July 1975.
ED 141 010
The Education of Adolescents in Remote Areas of Ontario.
ED 141 005//
How Can Teacher In-Service Be Made Effective in a Rural State?
ED 140 573
Proceedings of the Conference on Rural Health Services in Nevada (Reno, Nevada, January 17-18, 1974).
ED 141 028
Public Education in Sparsely Populated Areas of the United States.
ED 141 006
Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas. Being Chapter V of Volume I of the Biennial Survey of Education in the United States: 1934-36. Bulletin, 1937, No. 2 (Advance Pages)
ED 141 054
Rural Community Colleges: A Pennsylvania Case Study.
ED 140 875
Satisfaction with Community Services in Northern West Virginia. Bulletin 649, October 1976.
ED 141 062
- Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3.
ED 141 059
Social Origin and Attitudinal Perception in the Dynamics of Occupational Achievement Orientation.
ED 141 063
Williamsburg County Human Resources Campus (WCHRC): Planning Report.
ED 141 034
- Rural Development**
An Approach to Evaluation of Rural Development Act Title V Programs. Northeast Regional Center for Rural Development Publication 11, February 1976.
ED 141 058
Community Report Card.
ED 141 041
The Cooperative Approach in Rural Development. A National Strategy and Program Design.
ED 140 993//
Identification of Leadership and Pictures of the Power Structure.
ED 141 040
Micropolitan Development: Theory and Practice of Greater-Rural Economic Development.
ED 141 061//
Rural Development: A Pilot Project in Clinton County, New York.
ED 141 060
The South Carolina Title V Program in Perspective: Three Models of Purposive Change.
ED 141 022
- Rural Development Act 1972 Title V**
An Approach to Evaluation of Rural Development Act Title V Programs. Northeast Regional Center for Rural Development Publication 11, February 1976.
ED 141 058
- Rural Education**
"Operation New Horizons"--Right to Read--Adult Reading Academy. First Annual Report.
ED 140 055
- Rural Environment**
The Assessment of Marital Instability in a Semi-Rural Setting: Cultural Considerations.
ED 140 125
- Rural Farm Residents**
Farm Population Estimates for 1975. Agricultural Economic Report No. 352.
ED 141 036
A Test of the Homogeneity Thesis of the Culture of Poverty Theory: Characteristics of Disadvantaged Farm Families. Tech. Bul. No. 248, December 1975.
ED 141 009
Transfer of Decision Making and Farm Tasks from Father to Son in Father-and-Son Farming Arrangements. RS-51, August 1976.
ED 141 023
- Rural Population**
Annual Rural Manpower Services Report. Texas Rural Manpower Services 1976 Annual Report. MA5-79.
ED 141 057
An Assessment of Research Needs of Women in the Rural United States: Literature Review and Annotated Bibliography.
ED 141 465
A Comparison of Citizen and Leader Perceptions of Selected Quality of Life Indicators.
ED 141 033
The Effectiveness of Three Media in Disseminating Basic Information to Low Income Families.
ED 141 004
Recent Population Trends in North Carolina and the Southern Region: 1970-1975. Progress Report Soc. 64, 1977.
ED 141 020
- Rural Schools**
Are the One-Teacher Schools Passing? 18 Years of History. Pamphlet No. 92.
ED 141 051
Educational Achievements of One-Teacher and of Larger Rural Schools. Bulletin, 1928, No. 15.
ED 141 052
The One-Teacher School - Its Midcentury Status. Circular Number 318.
ED 140 992

Rural School Consolidation. A Decade of School Consolidation with Detailed Information from 105 Consolidated Schools. Pamphlet No. 6, June 1930.

ED 141 055

The Smallness of America's Rural High Schools. Bulletin, 1930, No. 13.

ED 141 056

Status of Teachers and Principals Employed in the Rural Schools of the United States. Bulletin, 1932, No. 3.

ED 141 053

Rural Urban Differences

Analysis of Adult Learning Experiences in Rural Settings.

ED 140 008

Residential and Racial Trends for the School-Age Population and Public School Teachers in Louisiana. Bulletin Number 697.

ED 141 317

A Test of the Homogeneity Thesis of the Culture of Poverty Theory: Characteristics of Disadvantaged Farm Families. Tech. Bul. No. 248, December 1975.

ED 141 009

Sabbatical Leaves

A Bicentennial Horizons Project: The "Mini"-Sabbatical Concept.

ED 141 327

Sacagawea

Sacagawea, The Story of an American Indian.

ED 140 996//

Safety

Impact Characteristics of Ice Hockey Helmets.

ED 141 331

An Operator's Guide to Safe and Enjoyable Bicycling.

ED 140 063

Tips on Car Care & Safety for Deaf Drivers.

ED 140 074

Safety Education

K-9 Traffic Safety Resource Curriculum. Level A. Professional Guide.

ED 140 084

K-9 Traffic Safety Resource Curriculum. Level C. Professional Guide.

ED 140 085

K-9 Traffic Safety Resource Curriculum. Level B. Professional Guide.

ED 140 086

K-9 Traffic Safety Resource Curriculum. Level D. Professional Guide.

ED 140 087

Safety and You on the Job.

ED 140 103

Safety Equipment

Impact Characteristics of Ice Hockey Helmets.

ED 141 331

Salaries

Salary Report #1. Principals and Assistant Principals. Administrative Information Report.

ED 140 403

Salary Report #2. Principals and Assistant Principals. Administrative Information Report.

ED 140 382

Status of Teachers and Principals Employed in the Rural Schools of the United States. Bulletin, 1932, No. 3.

ED 141 053

Summary of Salaries Paid in Higher Education, 1975-76. NEA Research Memo 1977-1.

ED 140 718

Salary Differentials

Queuing for Union Jobs and the Social Return to Schooling. Institute for Research on Poverty Discussion Papers. Report 360-76.

ED 139 905

Summary of Salaries Paid in Higher Education, 1975-76. NEA Research Memo 1977-1.

ED 140 718

Salinity

Salinity Changes in a Tidal River. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 308. [Project COAST].

ED 141 161

Sampling

Multiple Matrix Sampling Applied to Needs Analysis: An Introduction and Assessment of Efficacy.

ED 140 007

Sanitation

Barefoot-Doctors. Occasional Paper No. 77-4.

ED 141 263

San Jose Community College District CA

Student Residence Location, College Service Areas, and Socio Economic Census Data of the San Jose Community College District. A Demographic Profile Based Upon the 1975 Special Census.

ED 140 903

Scheduling

Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.3) Plans for Scheduling.

ED 140 045

Scholarships

Predicting Success in the AFROTC Scholarship Program. Final Report, January 1976-January 1977.

ED 141 420

School Attitudes

Relationships between Affective Measures and Reading Success of Low Income Black Children.

ED 140 230//

School Based Teacher Educators

Implementing the School Based Teacher Educator Program in Teacher Centers.

ED 141 293

Objectives, Indicators of Attainment, and Assessment Criteria for Twenty School Based Teacher Educator Competencies.

ED 141 291

Resources for School Based Teacher Educators

ED 141 290

Self-Assessment Instrument for Twenty School Based Teacher Educator Competencies.

ED 141 292

School Budget Elections

Budget/Finance Campaigns: You Can't Afford to Lose.

ED 140 428

School Financial Elections. Research Action Brief Number 1.

ED 140 434

Voter Behavior and Campaign Strategies in School Finance Elections. Research Brief.

ED 140 383//

School Buildings

Decision Criteria and Policy for School Consolidation. Final Report. MRI Project RA-115-D(1).

ED 140 466

Educational Building: Policies and Co-operation. Programme on Educational Building 9.

ED 140 439

School Vandalism in Alberta: An Investigation into the Nature, Costs, and Contributing Factors.

ED 140 453

School Calendars

Evaluation of the Knox County (Tennessee) Extended School Year Program: A Team Effort.

ED 140 474

Flexible Calendar Pilot Program 1976-77.

ED 140 897

School Closing

Decision Criteria and Policy for School Consolidation. Final Report. MRI Project RA-115-D(1).

ED 140 466

Hearings on the Need for Continuation of the Uniformed Services University of the Health Sciences before the Investigations Subcommittee of the Committee on Armed Services, House of Representatives, Ninety-Fifth Congress, First Session.

ED 140 763

Meeting Problems of Declining Enrolment. Educational, Social, and Financial Implications to School Boards of Declining Enrolments.

ED 140 396//

School Community Cooperation

A Comparison of Four Experience-Based Career Education Programs: What They Offer. How They Differ.

ED 140 031

Design for Change. Higher Education in the Service of Developing Countries. A Handbook for Planners.

Implementing Career Education. Community Involvement.

ED 140 090

School Community Programs

Evaluation of Education Corps, 1975-76. Research and Evaluation Report; Vol. 10, No. 2., August 1976.

ED 141 352

Outreach: University's Concern for Communities Around It.

ED 140 072

School Community Relationship

An Analysis of Educational Policy: Implications for Minority Community Concerns.

ED 141 200

Career Counseling and Placement. Columbia City School System, Columbia, Mississippi. Final Report.

ED 139 922

Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.4) Plans for Community Involvement.

ED 140 046

Implementing Career Education. Community Involvement.

ED 140 090

New Directions in Australian Education.

ED 140 410

Practices and Perceptions in School-Media Relations in the Midwest.

ED 140 286//

Public Opinion and the School Board. Selected Readings for School Board Members.

ED 140 446

School Construction

Educational Building: Policies and Co-operation. Programme on Educational Building 9.

ED 140 439

School Demography

Residential and Racial Trends for the School-Age Population and Public School Teachers in Louisiana. Bulletin Number 697.

ED 141 317

School Facility Logistics. A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives.

ED 140 472

School Facility Logistics: A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives. Executive Summary.

ED 140 473

School Design

Educational Building: Policies and Co-operation. Programme on Educational Building 9.

ED 140 439

School District Autonomy

The Complex Society; Its Implications for School Boards.

ED 140 487//

Public Opinion and the School Board. Selected Readings for School Board Members.

ED 140 446

School Districts

Chapter 766: An Analysis of Year One.

ED 140 522

Four Case Studies: Working Partnerships Between Community Colleges and Community Schools. Community Colleges, Community Education Monograph #1.

ED 140 874

Guide for Implementing Career Education in Kansas Schools.

ED 140 059

Summary of Research on Size of Schools and School Districts. ERS Research Brief.

ED 140 458//

School District Spending

The Influence of State and Federal Aid on the Demand for Educational Opportunity in Kentucky.

ED 140 433

School Funds

Revenues and Expenditures for Public Elementary and Secondary Education, 1974-75.

ED 140 402

School Industry Relationship

Bringing the World of Work and the Institutions of Education Closer Together. Two Commencement Addresses at The Ohio State University. Occasional Paper No. 28.

ED 140 102

Industry-Education Collaborative Efforts in Youth Employment.

ED 139 918

Practices and Perceptions in School-Media Relations in the Midwest.

ED 140 286//

School Integration

Desegregation Dilemma and Its Impact on the Quality of Life for Black Americans - Year 2000.

ED 141 450

Emerging Trends in Court Rulings Affecting Daily Operations of the Schools.

ED 140 480

The Integration of Migrant Children Into Pre-School Education.

ED 140 963

Level and Rate of Desegregation and White Enrollment Decline in a Big City School District.

ED 141 439

Level and Remedy in School Desegregation Research.

ED 141 472

Options in Education. Program #85: The Courts and the Public Schools.

ED 140 511

The School Busing Controversy: 1970-75.

ED 140 420//

School Law

Concerning Student Publications. A Report and a Statement of Opinion. A Legal Memorandum.

ED 140 385

The Law on Student Teaching in the United States.

ED 140 416//

Options in Education. Program #85: The Courts and the Public Schools.

ED 140 511

School Law: A Selected Bibliography to Resources.

ED 140 505

Statutory Requirements of Teacher Contract Laws: A Comparison of the 50 States' Continuing Contract and Teacher Tenure Laws.

ED 140 384

School Libraries

Analysis of Requirements of On-Line Network Cataloging Services for Small, Academic, Public, School and Other Libraries: A Demonstration Project using the OCLC System. Final Report.

ED 140 861

The Combined School/Public Library Concept: Will it Work?

ED 140 805

Librarian/Educator Interdependence.

ED 140 857//

School Maintenance

A Study of Custodial Services Required by Schools in Athabasca County.

ED 140 471

School Organization

Implementing Alternative Schools: Lessons from the Minneapolis Experience.

ED 141 437

Summary of Research on Size of Schools and School Districts. ERS Research Brief.

ED 140 458//

School Personnel

Amendments to Regulations of the Commissioner of Education Pursuant to Section 207 of the Education Law. Part 80: Teachers' Certificates.

ED 141 357

Education and Collective Bargaining. Readings in Policy and Research.

ED 140 421//

The Explicit and Implicit Organizational Structures for the Collective Bargaining Process under the California Legislation.

ED 140 412

Help for ESL Learners.

ED 140 653

Implementing Title IX: A Sample Workshop.

ED 140 405

Program Approval Standards and Procedures. Field Trial Edition.

ED 141 322

Public Education in Sparsely Populated Areas of the United States.

ED 141 006

Regulations for Teacher Certification. Bulletin 130, 1975 Revision.

ED 141 320

Resource Manual for Basic Skills in Collective Bargaining in the Public Schools.

ED 140 407

Rules for Teacher Education and Certification.

ED 141 351

Rules for the Administration of the Teacher Certification Act of 1975.

ED 141 329

Staff Development: A Guide to Selected Sources of Information on Improving the Staff of Educational Institutions.

ED 140 444

Teacher Education, Certification and Assignment Handbook.

ED 141 304

Training Resource Manual for Impasse Procedures in Public School Negotiations.

ED 140 408

Training Resource Manual on Arbitration in the Public Schools.

ED 140 409

School Planning

School Facility Logistics. A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives.

ED 140 472

School Facility Logistics: A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives. Executive Summary.

ED 140 473

School Politics Chicago Style

Musings on Paul Peterson's "School Politics Chicago Style" and on the Utility of Decision-Making Models.

ED 140 467

School Psychologists

Evaluation of the Area Student Services Program, 1976-77.

ED 141 416

The Psychologist As a Change-Agent in Providing In-Service Training to Staff Members Serving School-Aged Severely Retarded.

ED 140 571

School Psychology 1976: Old Problems and New Opportunities.

ED 140 160

A Transactional Approach to Competency-Based Training.

ED 140 166

The Utilization of Consumer Surveys in Assigning Priorities to the Allocation of School Psychological Services.

ED 140 144

School Publications

Handbook of Institutional Advancement. A Practical Guide to College and University Relations, Fund Raising, Alumni Relations, Government Relations, Publications, and Executive Management for Continued Advancement.

ED 140 749//

School Responsibility

A Legal Overview of the New Student as Educational Consumer, Citizen, and Bargainer.

ED 140 739//

School Role

Adolescent Research Opinion and National Youth Policy: What We Know and What We Don't Know.

ED 140 151

Decision Making in the School: A Participatory Model.

ED 141 203

Practices and Perceptions in School-Media Relations in the Midwest.

ED 140 286//

Project Scan: School and Community Project for Abused and Neglected Children. Final Report.

ED 141 436

Rachel's Radical Gospel: A Marxist Critique.

ED 141 314

Schools

Summary of the Recent Literature on the Evaluation of Principals, Teachers, and Students. Occasional Paper No. 18.

ED 141 407

School Schedules

Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.3) Plans for Scheduling.

ED 140 045

Flexible Calendar Pilot Program 1976-77.

ED 140 897

School Size

Summary of Research on Size of Schools and School Districts. ERS Research Brief.

ED 140 458//

School Social Workers

Evaluation of the Area Student Services Program, 1976-77.

ED 141 416

Parent-Generated Home-School Activities.

ED 141 360

Student-Parent Activities Center, June 1976.

ED 141 487

School Society Relationship

Rachel's Radical Gospel: A Marxist Critique.

ED 141 314

What Is to be Done in Teacher Education? ["Every Communist Working in the Mass Movements Should be a Friend of the Masses and Not a Boss Over Them, an Indefatigable Teacher and Not a Bureaucratic Politician" (Mao, 1938)].

ED 141 315

Schools of Education

Standards for Teacher Education Programs.

ED 141 350

School Support

British Support for English Studies in Europe.

ED 140 660//

Louisiana School Finance. Publication No. 1454.

ED 140 404

School Surveys

Implementing English Programs in Alternative Schools.

ED 140 356

School Systems

Dysfunctional Elements in the ESEA Title I Structure.

ED 140 499

School Taxes

Louisiana School Finance. Publication No. 1454.

ED 140 404

School Vandalism

School Vandalism in Alberta: An Investigation into the Nature, Costs, and Contributing Factors.

ED 140 453

Science Activities

Air and Life. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 223. [Project COAST].

ED 141 151

Consumer-Oriented Laboratory Activities: A Manual for Secondary Science Students.

ED 141 070//

Earth Science Supplement to the Syllabus, Part 1, Topics 1-4, Special Edition 1970.

ED 141 137

Earth Science Supplement to the Syllabus, Part 2, Topics 5-8, 1970 Edition. 1974 Reprint.

ED 141 138

Handbook for Teachers. Science Education Programme for Africa.

ED 141 074

Microfossils from the Local Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 219. [Project COAST].

ED 141 150

Navel Experiments in Physics II. A Selection of Laboratory Notes Now Used in Colleges and Universities.

ED 141 166//

Survey of Classroom Activities for Science: A Questionnaire for Evaluation and Description of Science Teaching in the Elementary School.

Science Education

Games for the Science Classroom. An Annotated Bibliography. ED 141 093

A Minor Miracle. An Informal History of the National Science Foundation. ED 141 071

National Assessment of Educational Progress. Science Technical Report: Summary Volume. ED 141 130

Novel Experiments in Physics II. A Selection of Laboratory Notes Now Used in Colleges and Universities. ED 141 135

Twenty Years of Science and Mathematics Curriculum Development. The Tenth Report of the International Clearinghouse. ED 141 166//

The Vegetable Bowl. Research Monograph No. 13. ED 141 182

The Vegetable Bowl. [Student Booklet]. ED 141 134

The Vegetable Bowl. Teacher's Guide. ED 141 132

The Vegetable Bowl. Teacher's Guide. ED 141 133

Science History

A Minor Miracle. An Informal History of the National Science Foundation. ED 141 130

Science Programs

Lenox Hill Neighborhood School Camp Program; School Year 1975-1976. ED 141 481

Sciences

Characteristics of Doctoral Scientists and Engineers in the United States, 1975. ED 141 181

Education and Science in the Federal Republic of Germany. BW 3-77 and BW 4-77. ED 141 238

Energy for 1970-1990. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 315. [Project COAST]. ED 141 163

Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975. Detailed Statistical Tables, Appendixes B and C. ED 141 136

Fossil Energy: Oil. ED 141 187

Science and Society. LC Science Tracer Bulletin. ED 141 188

Scientific Concepts

A Postulated Mechanism That Leads to Materialization and Dematerialization of Matter and to Antigravity. ED 141 090

Scientific Personnel

Manpower Resources for Scientific Activities at Universities and Colleges, January 1976. ED 141 180

Scientific Principles

A Conceptual Derivation of Einstein's Postulates of Special Relativity. ED 141 089

A Postulated Mechanism That Leads to Materialization and Dematerialization of Matter and to Antigravity. ED 141 090

Quiton/Perceptron Physics: A Theory of Existence, Perception, and Physical Phenomena. ED 141 091

Scientific Research

Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975. ED 141 127

Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975. Detailed Statistical Tables, Appendixes B and C. ED 141 136

Science and the Challenges Ahead. Report of the National Science Board. ED 141 121

Scientists

Characteristics of Doctoral Scientists and Engineers in the United States, 1975. ED 141 181

Private Industry Employment of Scientists and Engineers in 1975 Shows a 5-Year Decline. ED 141 182

Science Resources Studies Highlights, May 25, 1977. ED 141 122

Screening Tests

The Effects of High Risk Factors on Neonatal Behavior as Measured by the Brazelton Scale. ED 140 972

Identification of Physically Underdeveloped Pupils: Activities to Improve Their Performance. ED 141 299

Performance on the Fall 1976 L.A.C.C. Guidance Examination. Research Study #77-7. ED 140 919

Project SEARCH: Phase II Evaluation, 1975-1976. ED 140 560

Search Strategies

Computer Information Search and Retrieval: A Guide for the Music Educator. ED 140 846

The Effect of Document Ranking on Retrieval System Performance: A Search for an Optimal Ranking Rule. ED 140 860

Selected Search Subroutines for Searching the ERIC Data Base with the Lockheed Dialog Information Retrieval Service. ED 140 870

Seasonal Laborers

Annual Rural Manpower Services Report. Texas Rural Manpower Services 1976 Annual Report. MA5-79. ED 141 057

Sea World Inc

Sea World Curriculum Guide. Program Theme: Adaptations K-3. ED 141 083

Sea World Curriculum Guide. Program Theme: Adaptations 4-8. ED 141 084

Sea World Curriculum Guide. Program Theme: Behavior K-3. ED 141 085

Sea World Curriculum Guide. Program Theme: Behavior 4-8. ED 141 086

Secondary Education

Alcohol Education: Curriculum Guide for Grades 7-12. ED 140 180

Approaches to Semestering. Secondary School Organization: Some Current Alternatives. ED 140 399//

Articulation of Vocational Education Curriculum between Secondary and Post-Secondary Levels in Wisconsin. Final Report. ED 140 077

A Cost-Benefit Study of the Alberta Correspondence School. ED 140 470

Energy in the Classroom, Vol. III, Activities Guide for 8-12. ED 141 067//

Microfossils from the Local Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 219. [Project COAST]. ED 141 150

The Smallness of America's Rural High Schools. Bulletin, 1930, No. 13. ED 141 056

Student Learning Teams and Scores Adjusted for Past Achievement: A Summary of Field Experiments. Report No. 227. ED 141 468

Secondary Grades

Activities in Environmental Education. Environmental Studies Program. ED 141 116

Economic and Political Exploitation of Marine Resources. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 235. [Project COAST]. ED 141 157

Energy for 1970-1990. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 315. [Project COAST]. ED 141 163

The Moon, the Sun, and Tides. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 214. [Project COAST]. ED 141 152

The Moon, the Sun, and Tides. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 214. [Project COAST]. ED 141 152

The Moon, the Sun, and Tides. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 214. [Project COAST]. ED 141 152

The Moon, the Sun, and Tides. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 214. [Project COAST]. ED 141 152

The Ocean: Source of Nutrition for the Future. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 305. [Project COAST]. ED 141 159

Simulation Game: Superport. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 311. [Project COAST]. ED 141 162

Thermal Pollution by Nuclear Power Plants. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 320. [Project COAST]. ED 141 165

Secondary School Mathematics

Conservation of Equation and Function and Its Relationship to Formal Operational Thought. ED 141 117

Mathematics 7-8 Handbook, 1976 Reprint. ED 141 115

Mathematics Highlights Report, 1974-75. Louisiana State Department of Education Bulletin 1457. ED 141 119

Relationships Between Selected Teacher Behaviors and Attitudes/Achievements of Algebra Classes. ED 141 118

Using the Mini-Calculator to Teach Mathematics. ED 141 126

Secondary Schools

The Status of Population Education in Florida Secondary Schools During 1973-74. Research Monograph 19. ED 141 183

Secondary School Science

Air and Life. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 223. [Project COAST]. ED 141 151

A Comparative Study of Clam and Squid. Biting Flies of the Coastal Region. Diatoms: Nature's Aquatic Gems. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 227, 231, 232. [Project COAST]. ED 141 154

Construction of a Model Solar Building. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 318. [Project COAST]. ED 141 164

Consumer-Oriented Laboratory Activities: A Manual for Secondary Science Students. ED 141 070//

Earth Science Supplement to the Syllabus, Part 1, Topics 1-4, Special Edition 1970. ED 141 137

Earth Science Supplement to the Syllabus, Part 2, Topics 5-8, 1970 Edition. 1974 Reprint. ED 141 138

Games for the Science Classroom. An Annotated Bibliography. ED 141 071

Marine and Environmental Studies Field Manual. ED 141 175

Marshes: Nature's Bounty. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 230. [Project COAST]. ED 141 155

Measuring Dissolved Oxygen Quantitatively. Collecting and Cultivating Marine Bacteria. To Recognize, Record, and Analyze Characteristics of a Sandy Beach Environment. Quantitative and Qualitative Analysis of Phosphate in Water. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 307, 309, 310, 313. [Project COAST]. ED 141 160

Microfossils from the Local Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 219. [Project COAST]. ED 141 150

The Moon, the Sun, and Tides. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 214. [Project COAST]. ED 141 148

National Assessment of Educational Progress. Science Technical Report: Summary Volume. ED 141 135

Observing Starfish--The Water Vascular System. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 224. [Project COAST]. ED 141 152

Observing Starfish--The Water Vascular System. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 224. [Project COAST]. ED 141 152

Observing Starfish--The Water Vascular System. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 224. [Project COAST]. ED 141 152

Observing Starfish--The Water Vascular System. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 224. [Project COAST]. ED 141 152

Observing Starfish--The Water Vascular System. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 224. [Project COAST]. ED 141 152

Observing Starfish--The Water Vascular System. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 224. [Project COAST]. ED 141 152

Observing Starfish--The Water Vascular System. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 224. [Project COAST]. ED 141 152

- Pesticides and the Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 237. [Project COAST]. ED 141 158
- Piagetian Principles Used in a High School Chemistry Class. ED 141 079
- The Rocky Shore. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 225. [Project COAST]. ED 141 153
- Salinity Changes in a Tidal River. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 308. [Project COAST]. ED 141 161
- Sea Floor Spreading. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 302. [Project COAST]. ED 141 156
- What Is Physical Oceanography? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 217. [Project COAST]. ED 141 149
- Secondary School Students**
- Identification of Physically Underdeveloped Pupils: Activities to Improve Their Performance. ED 141 299
- A Survey of Substance Use Among Junior and Senior High School Students in New York State. Report No. 1: Prevalence of Drug and Alcohol Use, Winter 1974/75. ED 140 173
- Secondary School Teachers**
- The Development of a Student Observation of Teachers Instrument for Use in High Schools. ED 141 409
- The Preparation and Occupational Pursuits of Elementary, Secondary and Ungraded Teachers 1974-75. ED 141 349
- So You Want to Team Teach in a Junior High School. ED 141 348
- A Study of Needs for Further Learning as Seen by Teachers of Secondary School Mathematics. ED 141 353
- A Study of Needs for Possible Inservice Education Programs as Expressed by Secondary English Teachers and as Perceived by Their Administrators. ED 140 351
- Second Language Learning**
- Aspects of Second Language Learning in Classroom Settings. Working Papers on Bilingualism, No. 13. ED 140 661
- The Effect of a Language Versus a Dialogue Emphasis in Beginning Spanish Instruction and a Comparison of Structured Versus Unstructured Follow-Up. Final Report. ED 140 612
- ERIC Documents on Foreign Language Teaching and Linguistics: List No. 17. CAL-ERIC/CLL Series on Languages and Linguistics, No. 54. ED 140 616
- Error Analysis and Error Correction in Adult Learners of English as a Second Language. Working Papers on Bilingualism, No. 13. ED 140 663
- Games and Language Activities in the Italian High School Classroom. ED 140 654
- Linguistics and Bilingual Dictionaries. Studies in Language Learning, Vol. 1, No. 1, Fall 1975. ED 140 603
- Listening Fluency Before Speaking: An Alternative Paradigm. ED 140 651
- Spoken Fante for Non-Fante Beginners. ED 140 608
- Spoken Twi for Non-Twi Beginners. ED 140 609
- Strategies for Person-Centered Language Learning. ED 140 674//
- Symposium on Modern Languages in Primary Education (Copenhagen, September 20-25, 1976). ED 140 659
- Why Speak If You Don't Need to? The Case for a Listening Approach to Beginning Foreign Language Learning. ED 140 675
- Security**
- The Use of Passwords for Controlled Access to Computer Resources. Computer Science & Technology. ED 140 815
- Selection**
- High School Context, College Quality, and Educational Attainment: Institutional Constraints in Educational Stratification. Johns Hopkins University Center for Social Organization of Schools Report No. 214. ED 140 169
- The Process of Accentuation in College Settings. Final Report. BN-BR-3-2083. ED 140 699
- Self Actualization**
- Mother, I Can Do It Myself! A Humanistic View of Assessment and CBTE. ED 141 342
- Reference Groups and Significant Others: Toward an Interface. ED 140 111
- Self Concept**
- Academic Performance Related to Achievement Motive and Locus of Control. ED 140 113
- The Child Centered Reading Program; Evaluation Period September, 1975 to June 1976. ED 141 478
- The Effects of a General Semantics Language Arts Program on Self Concepts of Third Grade Children. ED 140 309//
- The Relationship between Dramatic Play and Self-Concept in Middle Class Kindergarten Children. ED 140 289//
- The Relationship of Various Aspects of Student Self Concept and Selected Personal Variables to Participation in Various Types of School Activities. ED 140 112
- Relationships among Teacher and Pupil Self-Concept and Pupil Reading Achievement at the First Grade Level. ED 140 229//
- Relationships between Affective Measures and Reading Success of Low Income Black Children. ED 140 230//
- Self Concept Development for High Risk Students in the Community College. ED 140 878
- Self Concept Tests**
- Structural Integrity in Measures of Self Concept. ED 141 378
- Self Control**
- Social Control and the Process of Schooling: A Study of Socialization of Kindergarten Children in Two Settings. ED 140 932
- Self Esteem**
- The Relationship between Dramatic Play and Self-Concept in Middle Class Kindergarten Children. ED 140 289//
- Teaching the Patterns of Life, Unit One: Consumer Education; Language Arts Program for Low Achievers, Grade 7. Revised Edition. ED 140 315
- Self Evaluation**
- The Conceptual and Methodological Development of S(L)EA. ED 139 994
- Personalizing Professional Development: An Overview of Five Instructional Audits. ED 141 367
- Self-Assessment Instrument for Twenty School Based Teacher Educator Competencies. ED 141 292
- Self Expression**
- Composing for the Left Hand: Writing Activities for the Intermediate Grades. ED 140 344
- Self Observation Scale (Katzenmeyer and Stenner)**
- Structural Integrity in Measures of Self Concept. ED 141 3/8
- Semantics**
- Availability and Accessibility of Information in the Semantic Memory of Retarded and Nonretarded Adolescents. ED 140 547
- Contrastive Grammar and Verb Valence. ED 140 656
- Cultural Values and Lexical Features in Spanish Grammar. ED 140 647
- Developmental Aspects of the Ability to Understand Semantic Ambiguity. ED 140 637
- The Effects of a General Semantics Language Arts Program on Self Concepts of Third Grade Children. ED 140 309//
- Linguistic Development as a Limiting Factor in Learning to Read. ED 140 652
- Linguistic Relativity: The Role of the Bilingual. ED 140 639//
- Linguistics and Bilingual Dictionaries. Studies in Language Learning, Vol. 1, No. 1, Fall 1975. ED 140 603
- The Role of Semantics in the Application of Psycholinguistics to Language Assessment and Therapy. ED 140 635
- Stress and Deep Structure: A Measure of Language Acquisition, Grades K-6. ED 140 657
- Tahitian Words for Race and Class. Working Papers of the Language Behavior Research Laboratory, No. 40. ED 140 680
- Where Is "Under?" The Development from Pragmatic to Semantic Meaning. ED 140 272
- Semester Division**
- Approaches to Semestering. Secondary School Organization: Some Current Alternatives. ED 140 399//
- Flexible Calendar Pilot Program 1976-77. ED 140 897
- The Impact of Semestering on Selected Secondary Schools in Ontario. Semestering in Secondary Schools. ED 140 488//
- Seminarians**
- Evaluation of Education Corps, 1975-76. Research and Evaluation Report; Vol. 10, No. 2., August 1976. ED 141 352
- Seminars**
- Hard Choices: Development of Non-Energy Non-Depletable Resources. AIO Report No. 10. ED 141 027
- Proceedings of a Seminar on Career Trends in Communication (Washington, D.C., June 26-27, 1975). ED 140 823
- Semiskilled Workers**
- The Relationships among Anomia, Attitude toward Adult Education, and Nonparticipation in Formal Adult Education Activities. ED 139 999
- Short-Term Adult Re-Training for Unemployed/Underemployed Persons (Start-Up). ED 140 170
- Senior Citizens**
- Action on Aging Legislation in 94th Congress. Prepared by the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, Second Session. Committee Print. ED 140 148
- An Experimental English 1002 Course. ED 140 327
- Primary Prevention for the Senior Citizen: The Preparation for Retirement Program. ED 140 167
- Project Elderly. Interim and Final Reports. ED 140 176
- Sentence Structure**
- Contrastive Grammar and Verb Valence. ED 140 656
- What's Wrong with Complex Sentences? Children's Judgments of Unacceptable Elements. ED 140 655

Sequential Learning

The Effects of Directionality and Complexity on Learning Disabled and Normal Subjects' Learning Sentence Sequence, Comprehending Sentences and Recognizing Sentence Relationships.

ED 140 220//

Serial Ordering

The Effects of Directionality and Complexity on Learning Disabled and Normal Subjects' Learning Sentence Sequence, Comprehending Sentences and Recognizing Sentence Relationships.

ED 140 220//

Serrano v Priest

The Serrano Case: Policy for Education or for Public Finance? The Rand Paper Series.

ED 140 430

Service Occupations

Exploration of Home Furnishings, Equipment and Services Occupations. Performance Objectives. Criterion Measures. Home Economics.

ED 139 974

Exploration of Institutional Home Management and Supportive Services Occupations. Performance Objectives. Criterion Measures. Home Economics.

ED 139 966

Service Station Attendant

Service Station Attendant. Performance Objectives. Basic Course.

ED 139 949

Severely Handicapped

Adult Developmental Activity Program Manual.

ED 140 546

Educating Severely Handicapped Children and Youth: Highlights of the 70's. A Selected Bibliography.

ED 140 514

The Parent's Manual: A Manual of Supplementary Activities for Homebound Children with Severely Handicapping Conditions.

ED 140 562

The Physical and Social Environment for Feeding the Severely and Profoundly Handicapped.

ED 140 594

Sex (Characteristics)

Boy-Girl Differences in Reading: A Survey of Literature.

ED 140 278

Young Children's Perception of the Reality of Television in Relation to Conservation and Sex.

ED 140 287//

Sex Differences

In All Fairness: A Handbook on Sex Role Bias in Schools.

ED 140 186

Boy-Girl Differences in Reading: A Survey of Literature.

ED 140 278

The Child's Development of the Concept of Family.

ED 140 980

Development and Validation of Sex-Balanced Interest Inventory Scales.

ED 141 392

Differential Use of the Open Classroom: A Study of Exploratory and Cautious Children. Final Report.

ED 140 953

An Empirical Investigation: Teaching a Course in Oral Communication to Sexually Segregated Classes.

ED 140 302//

Gender Identity as Seen in Drawings of Father Absent 5 to 7 Year Old Black Children.

ED 141 463

Interpersonal Values of Intellectually Gifted Adolescent Females: Single-Sex or Co-Education?

ED 140 523

Less Eye Contact When Closer? Depends Upon Your Partner's Sex.

ED 140 185

Sex and Sex-Role Orientation as Determiners of Preference for Humorous Statements. A Test of Hobbes Superiority Theory of Humor.

ED 140 123

Sex Differences in Voluntary Post Marital Dissolution Adjustment.

ED 140 183

Sex-Typed Attitudes, Sex-Typed Contingency Behaviors, and Personality Traits of Male Caregivers.

ED 140 948

Some Constraints on the Word Frequency Effect in Written Discourse.

ED 140 357

Sex Discrimination

The Career Pathways, Attitudes and Aspirations of Professional Women in Higher Education Institutions in West Berlin, Germany. A Replication of a Study Carried Out in Washington, D.C. by Gloria Freeman.

ED 140 005

Commissions on the Status of Women: A Progress Report.

ED 140 178

Handbook for Commissions on the Status of Women.

ED 140 164//

Implementing Title IX: A Sample Workshop.

ED 140 405

Prediction of Air Force Technical Training Success from ASVAB and Educational Background.

ED 140 098

"... To Form a More Perfect Union ..."

ED 140 445

Workshop in Providing Equal Career Opportunities.

ED 140 061

Sex Education

Family Life Education in Canadian Schools.

ED 141 228

Sex And People.

ED 141 364//

Sex Role

The Assertion of Power: Ideals, Perceptions, and Styles.

ED 140 130

The Assessment of Marital Instability in a Semi-Rural Setting: Cultural Considerations.

ED 140 125

Changing Sex Roles and Females' Involvement in Delinquency.

ED 140 156

The Factors Underlying Sex Role Perception and Their Implications for Educators and Counselors.

ED 140 122

Family and Sex Roles: A Theoretical Integration.

ED 140 158

The Process of Sex-Role Integration in Psychotherapy. Symposium.

ED 140 153

For Sale: Subliminal Bias in Textbooks.

ED 140 279

Sex and Sex-Role Orientation as Determiners of Preference for Humorous Statements: A Test of Hobbes Superiority Theory of Humor.

ED 140 123

Sex-Typed Attitudes, Sex-Typed Contingency Behaviors, and Personality Traits of Male Caregivers.

ED 140 948

Sex Stereotypes

In All Fairness: A Handbook on Sex Role Bias in Schools.

ED 140 186

Implementing Title IX: A Sample Workshop.

ED 140 405

Providing Career Guidance for Young Women. Coordinator's Guide.

ED 140 201

Providing Career Guidance for Young Women.

ED 140 202

Providing Life/Career Planning for Women and Girls. Coordinator's Guide.

ED 140 205

Providing Life/Career Planning for Women and Girls.

ED 140 206

For Sale: Subliminal Bias in Textbooks.

ED 140 279

Sex-Typed Attitudes, Sex-Typed Contingency Behaviors, and Personality Traits of Male Caregivers.

ED 140 948

To Teach Family Day Care Caregivers How Not to Be Discriminative with Sex Roles and to Encourage Positive Self Images with Children of Different Ethnic Cultures. (A Proposal).

ED 140 943

"... To Form a More Perfect Union ..."

ED 140 445

Sexuality

Family and Sex Roles: A Theoretical Integration.

ED 140 158

Is Unwanted Pregnancy Motivated?

ED 140 142

Sex And People.

ED 141 364//

Shared Facilities

School Facility Logistics. A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives.

ED 140 472

School Facility Logistics: A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives. Executive Summary.

ED 140 473

Sheet Metal Work

Sheetmetal. Performance Objectives. Basic Course.

ED 139 956

Shipbuilding Industry

The Impact of Legal and Administrative Remedies to Overcome Discrimination in Employment. Final Report.

ED 139 919

Ships

Ships Through the Ages. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 110. [Project COAST].

ED 141 144

Shop Curriculum

Carpentry. Performance Objectives. Basic Course.

ED 139 962

Diesel Mechanics. Performance Objectives. Basic Course.

ED 139 941

Drafting. Performance Objectives. Basic Course.

ED 139 940

Short Stories

3 Lakota Grandmother Stories - Health Lessons for Young People.

ED 140 995//

You Can Go Home Again: A College Methods Teacher Returns to the Secondary Classroom.

ED 140 328

Shoshones

Sacagawea, The Story of an American Indian.

ED 140 996//

Siblings

Transfer of Decision Making and Farm Tasks from Father to Son in Father-and-Son Farming Arrangements. RS-51, August 1976.

ED 141 023

Significant (Learning) Event Analysis

The Conceptual and Methodological Development of S(L)EA.

ED 139 994

Significant Others

Reference Groups and Significant Others: Toward an Interface.

ED 140 111

Silent Reading

The Effectiveness of Four Methods of Presentation upon the Recall of Factual Information of Expository Material by Fifth Graders.

ED 140 310//

Reading in Different Kinds of Australian Children.

ED 140 269

Simulation

Accident Avoidance Skill Training and Performance Testing. Final Report.

ED 140 021

Current Use of Computers in the Teaching of Statistics.

ED 141 109

The Elementary School Consultant. An In-Basket Simulation Exercise.

ED 140 484//

The Elementary School Principal. An In-Basket Simulation Exercise.

ED 140 483//

328 Subject Index

- Experimental Simulation of "Future Shock" to Explore Time Perspectives Under Different Rates of Change. ED 140 779
- Logic and Simulation. ED 140 843
- Resource Manual for Basic Skills in Collective Bargaining in the Public Schools. ED 140 407
- The School Board Trustee. An In-Basket Simulation Exercise. ED 140 486//
- The Secondary School Division Chairman. An In-Basket Simulation Exercise. ED 140 485//
- Simulation Game: Superport. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 311. [Project COAST]. ED 141 162
- Simulation of an Infant Daycare Setting: Implementation and Evaluation. ED 140 937
- Training Resource Manual for Impasse Procedures in Public School Negotiations. ED 140 408
- Training Resource Manual on Arbitration in the Public Schools. ED 140 409
- Simulators**
- Some Factors Influencing Transfer of Simulator Training. ED 139 984
- Sioux (Lakota)**
- 3 Lakota Grandmother Stories - Health Lessons for Young People. ED 140 995//
- Lakota Oral Literature. ED 141 014
- Lakota Social System. ED 141 013
- Site Selection**
- Team Reconnaissance: A Process for Involving Teachers in the Preplanning of Experiential Education Projects. ED 141 021
- Skiing**
- The Effects of Straight Running as a Preliminary Maneuver on the Wedge and Wedge Turn. ED 141 341
- Skill Analysis**
- Accident Avoidance Skill Training and Performance Testing. Final Report. ED 140 021
- Communication and the Elderly Patient. ED 140 132
- Social Studies Skills and National Assessment. ED 141 237
- Skill Development**
- A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report. ED 139 911
- Carpentry. Performance Objectives. Basic Course. ED 139 962
- Descriptors for Political Understanding: A Guide to Asking Questions about Learning Related to Political Literacy in Wisconsin Schools, K-12. ED 141 262
- Food Preparation and Service. An Introductory Course for Food Services Careers. ED 140 035
- Gasoline Engine Mechanics. Performance Objectives. Intermediate Course. ED 139 928
- Gasoline Engine Mechanics. Performance Objectives. Basic Course. ED 139 929
- Interpersonal Skill Development: The Experiential Training Unit (ETU) and Transfer of Training. ED 140 360
- An Introduction to Skills for Ethical Action. ED 141 253
- The New Physical Education for Elementary School Children. ED 141 282//
- Program Planning Guidelines: A Review of Research with Implications for the Education and Training of the Severely to Profoundly Mentally Retarded. ED 140 518
- Teaching Social Studies Skills. ED 141 248
- A Transactional Approach to Competency-Based Training. ED 140 166
- Skills**
- Core Competencies of a Trainer. ED 140 400//
- Multivariate Model of Infant Competence. ED 140 946
- Teaching Social Studies Skills. ED 141 248
- Slides**
- Fundamentals of the Slide Library. ED 140 858
- Small Classes**
- Effects of Class Size on Reading Achievement in Grades 1-3 in the Madison Metropolitan School District (1974-1976). ED 140 256
- Small Group Instruction**
- Computerized Collective Training for Teams. ED 140 854
- Consultation on a Basic Reading Skill: Hookena, 1975-76. ED 140 263
- Student Learning Teams and Scores Adjusted for Past Achievement: A Summary of Field Experiments. Report No. 227. ED 141 468
- Student Team Learning Techniques: Narrowing the Achievement Gap Between the Races. Report No. 228. ED 141 469
- You Can Go Home Again: A College Methods Teacher Returns to the Secondary Classroom. ED 140 328
- Small Schools**
- Are the One-Teacher Schools Passing? 18 Years of History. Pamphlet No. 92. ED 141 051
- Educational Achievements of One-Teacher and of Larger Rural Schools. Bulletin, 1928, No. 15. ED 141 052
- The One-Teacher School - Its Midcentury Status. Circular Number 318. ED 140 992
- Rural School Consolidation. A Decade of School Consolidation with Detailed Information from 105 Consolidated Schools. Pamphlet No. 6, June 1930. ED 141 055
- The Smallness of America's Rural High Schools. Bulletin, 1930, No. 13. ED 141 056
- Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. ED 141 059
- Summary of Research on Size of Schools and School Districts. ERS Research Brief. ED 140 458//
- World View and Educational Change: A Study of Time in a Small School District. ED 141 035
- Soccer**
- Principles of Modern Soccer. ED 141 283//
- Social Action**
- Escalation of Agitative Rhetoric: A Case Study of Mattachine Midwest, 1967-1970. ED 140 358
- Social Adjustment**
- Basic Skills After School Pre-Kindergarten Program, 1975-1976. ED 141 476
- Problems Reported by Students in Educational Methods Courses. ED 140 126
- Social Agencies**
- The Pendleton Project: Semi-Annual Narrative Report, July 12, 1976. ED 140 134
- Social Attitudes**
- Attribution of Fault to Rape Victims. ED 140 106
- Changing Sex Roles and Females' Involvement in Delinquency. ED 140 156
- Engaged Couples' Reactions to a Marriage Contract. ED 141 005//
- Social Behavior**
- Communication and Growth Promoting Behavior. ED 140 377
- Domain Specificity in Tolerance for Ambiguity. ED 140 139
- The Effects of Cooperative Learning Environments on Conformity in School-Age Children. ED 140 979
- Ethological Perspectives on Preschool Social Organization. ED 140 976
- Interpersonal Attraction in a Seven-Person Mixed-Motive Game: Nobody Likes a Loser. ED 140 161
- Less Eye Contact When Closer? Depends Upon Your Partner's Sex. ED 140 185
- Modeling the Medium: Effects of Formal Properties of Children's Television Programs. ED 140 950
- Social Change**
- On Becoming A Change Agent. ED 140 212
- On Cognition and Social Change: A Report from a Pilot Study Regarding the Effect of Schooling on Cognitive Growth and Attitudes towards Social Change in Pakistan, Reports from the Institute of Education, University of Goteborg, No. 57. ED 141 198
- Design for Change. Higher Education in the Service of Developing Countries. A Handbook for Planners. ED 140 771
- Determinants of Curriculum Change and Stability, 1870-1970. ED 141 224
- The Ethnic Factor in the Future of Inequality. ED 141 234
- Higher Education and Social Change. Promising Experiments in Developing Countries. Volume 2: Case Studies. ED 140 744//
- The Lummi Indians - Economic Development and Social Continuity. ED 141 007//
- Nonformal Education and Social Change in Latin America. UCLA Latin American Studies, Volume 35. ED 141 204
- School and College. Studies in Post-Sixteen Education. ED 140 738//
- Theoretical Perspectives on Bilingual Education Programs. Working Papers on Bilingualism, No. 13. ED 140 667
- Toward Challenging Peaks: Education Personnel for Alternative Futures. ED 141 311
- What Is to be Done in Teacher Education? [Every Communist Working in the Mass Movements Should be a Friend of the Masses and Not a Boss Over Them, an Indefatigable Teacher and Not a Bureaucratic Politician' (Mao, 1938)]. ED 141 315
- Social Class**
- Society and Experience with Particular Reference to Class and Education. ED 141 313
- Social Development**
- Development of a Milieu Intervention Program for Treatment of Emotionally Disturbed Deaf Children. ED 140 589
- Multivariate Model of Infant Competence. ED 140 946
- Social Differences**
- Age and Socio-Economic Status in Children's Behaviors in Competitive and Cooperative Working Conditions. ED 140 975
- Goodenough-Harris Test Estimates of Intellectual Maturity of Youths 12-17 Years: Demographic and Socioeconomic Factors. ED 141 417
- Social Disadvantage**
- The Education of Adolescents in Remote Areas of Ontario. ED 141 005//

Social Discrimination

The Case of the Disappearing Ethnic.

ED 141 447

Old Age, Handicapped and Vietnam-Era Antidiscrimination Legislation. Labor Relations and Public Policy Series No. 14.

ED 140 429//

Social Environment

The Physical and Social Environment for Feeding the Severely and Profoundly Handicapped.

ED 140 594

Social Factors

Sex And People.

ED 141 364//

Social Factors in Educational Attainment Among Puerto Ricans in U.S. Metropolitan Areas, 1970. The First in a Series of Reports on Puerto Ricans and Education.

ED 141 421

Social History

A History of Japanese in Hawaii.

ED 141 197

Options in Education, Program No. 80, May 30, 1977. Learning from the Past: Oral History. Program Transcripts of a Weekly Series Broadcast by Member Stations of National Public Radio.

ED 141 256

Pioneers: A Case Study of a Film Caught in the Two Line Struggle in Literature and Art in the People's Republic of China. Occasional Paper No. 77-5.

ED 141 244

Social Indicators

Community Satisfaction as Definition of the Situation: Some Conceptual Issues.

ED 141 223

Demographic Norms for Metropolitan, Non-metropolitan and Rural Counties. Mental Health Demographic Profile System Working Paper No. 24, July 1975.

ED 141 010

Social Influences

Science and Society. LC Science Tracer Bulletin.

ED 141 188

Transition from Childhood to Adulthood: A Longitudinal Study of Attitude Change over Four Years.

ED 140 002

Socialism

Cross Cultural Considerations for Education and Research.

ED 141 216

Society and Experience with Particular Reference to Class and Education.

ED 141 313

Socialization

The Enculturation of the Imaginative Processes Between the Ages of Five and Seven Years and Their Effect Upon Classroom Activity. Final Report.

ED 140 945

Parent-Child Relationships Parental Role Models and Reference Others--Their Joint Impact on Juvenile Delinquency.

ED 140 107

Social Control and the Process of Schooling: A Study of Socialization of Kindergarten Children in Two Settings.

ED 140 932

Socially Deviant Behavior

Adolescent Sociopaths. Revised.

ED 140 551

Alternative Approaches to Treating Children and Families Who Exhibit Behavior Problems: Introduction.

ED 140 595

A Diagnostic/Prescriptive System to Aid in the Treatment of Behavioral Disorders.

ED 140 597

Interagency Outclient Service Delivery to Young Children and Their Families.

ED 140 596

Residential Behavior Therapy Treatment as an Intensive Care Approach to the Development of Community Competence.

ED 140 598

Social Mobility

Components of Educational Achievement and Mobility in Black Families.

ED 141 208

Social Problems

Effects of a Career Development Institute on the Images of the Future of Gifted Adolescents.

ED 140 587

Societal Factors in the Teaching of Chemistry.

ED 141 069

Social Psychology

Sex and Sex-Role Orientation as Determiners of Preference for Humorous Statements: A Test of Hobbes Superiority Theory of Humor.

ED 140 123

Social Reinforcement

The Development of a Mini-Course in Teaching Gesture Drawing.

ED 140 918

Social Relations

The Development of Social Interchange Patterns from 12-42 Months: Cross-Sectional and Short-Term Longitudinal Analyses.

ED 140 933

Ethnocentric Speech: Its Nature and Implications.

ED 140 378

The Factors Underlying Sex Role Perception and Their Implications for Educators and Counselors.

ED 140 122

Interpersonal Attraction in a Seven-Person Mixed-Motive Game: Nobody Likes a Loser.

ED 140 161

Social Responsibility

Accountability and Responsibility in Governmental-Political Communication: A Selected Annotated Bibliography.

ED 140 376

Social Science Research

Community Satisfaction as Definition of the Situation: Some Conceptual Issues.

ED 141 223

Difficulties Associated with the Application of Social Science Data in Policy Development.

ED 141 209

Meeting the Courts' Research Needs.

ED 141 440

The Politics of Local Public Education: Some Problems With Power Analysis.

ED 141 295

Social Sciences

The "RA" Expeditions: The Archaeological and Anthropological Background. The "RA" Expeditions: The Coriolis Effect. The "RA" Expeditions: The Papyrus Reed. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 211, 212, 213. [Project COAST].

ED 141 147

Social Security

Studies in Income Distribution. Estimation of Social Security Taxes on the March Current Population Survey. No. 4.

ED 140 057

Studies in Income Distribution. Internal Rates of Return to Retired Worker-Only Beneficiaries under Social Security, 1967-70. No. 5.

ED 140 058

Social Security Act Title XX

Audit-Proof Contracting for Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 3.

ED 140 941//

Obtaining Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 2.

ED 140 940//

Social Services

Action on Aging Legislation in 94th Congress. Prepared by the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, Second Session. Committee Print.

ED 140 148

A Comparison of Citizen and Leader Perceptions of Selected Quality of Life Indicators.

ED 141 033

Diverting Youthful Offenders Through Law Enforcement-Social Service Collaboration.

ED 140 182

How to Get Those "Extras" Out Of Retirement Living. A Course of Study Designed for Public School Continuing Education Programs.

ED 140 177

An Introduction To State Capacity Buildings: Planning, Management and Delivery of Child and Family Services.

ED 140 977

Report on Urban and Rural Non-Reservation Indians (Task Force Eight: Urban and Rural Nonreservation Indians). Final Report to the American Indian Policy Review Commission. Committee Print.

ED 141 011

A Synthesis of the Final Reports and Evaluations of the ATS-6 Satellite Experiments in Health, Education and Telecommunications.

ED 140 783

Social Status

Commissions on the Status of Women: A Progress Report.

ED 140 178

Handbook for Commissions on the Status of Women.

ED 140 164//

Social Stratification

Commissions on the Status of Women: A Progress Report.

ED 140 178

The Ethnic Factor in the Future of Inequality.

ED 141 234

Racial Stratification and Socioeconomic Change in the American North and South. Discussion Paper #377-76.

ED 141 454

Social Structure

Redefining the Systems Space in Education.

ED 141 277

Social Studies

Arizona History Resource Guide: A Resource Guide for Arizona Classroom Teachers.

ED 141 207

Assessment of Social Studies Learning of California Seventh Grade Students: A Report to the California Legislature, as Required by Assembly Concurrent Resolution No. 139.

ED 141 233

Descriptors for Political Understanding: A Guide to Asking Questions about Learning Related to Political Literacy in Wisconsin Schools, K-12.

ED 141 262

Economic and Political Exploitation of Marine Resources. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 235. [Project COAST].

ED 141 157

Elementary Social Studies Programs and the Curriculum Development Process: A Study Conducted during Sabbatical Leave, Fall Semester, 1976.

ED 141 210

Energy for 1970-1990. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 315. [Project COAST].

ED 141 163

The Era of the New Social Studies.

ED 141 191

Futures Information Interchange Newsletter; Vol. 3, No. 2, December 1976 [And] Vol. 4, No. 1, April 1977.

ED 141 246

Intrinsic Rewards and Learning for Cooperation.

ED 141 202

Materials for Using American Issues Forum in the American History Classroom. Topic VI: The Business of America.

ED 141 219

Modification of Taba's Application of Principles and Social Studies Inference Tests. A Progress Report.

ED 141 195

Perspectives on Citizen Education.

ED 141 245

Review of Research in Social Studies Education: 1970-1975. Bulletin 49.

ED 141 192

SEARCH: An Individualized Social Education Curriculum.

ED 141 252

Ships and Seaways. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 105. [Project COAST].

ED 141 142

Simulation Game: Superport. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 311. [Project COAST].

ED 141 162

- Social Studies Highlights Report, 1974-75. Bulletin 1459. ED 141 214
- Social Studies: Indians of Canada. Curriculum Unit on Indians of Canada for the Fifth Grade. ED 141 030
- Social Studies Skills and National Assessment. ED 141 237
- Teaching Social Studies Skills. ED 141 248
- Utilization of Estuarine Organisms by the Indians. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 210. [Project COAST]. ED 141 146
- What Every Child Should Know...Social Studies. Course of Study, Criteria for Textbook Selection. ED 141 211
- Working in America, Part III. Materials for Using American Issues Forum in the American History Classroom, Topic V. ED 141 222
- Working in America, Part II. Materials for Using American Issues Forum in the American History Classroom, Topic V. ED 141 221
- Working in America, Part I. Materials for Using American Issues Forum in the American History Classroom, Topic V. ED 141 220
- Social Systems**
- Energy and the Structure of Social System: Significance for Families. ED 141 193
- Society and Experience with Particular Reference to Class and Education. ED 141 313
- Social Values**
- The Complex Society; Its Implications for School Boards. ED 140 487//
- "How" You Say Is What You Are: A Study of Adolescent Language Valuation. ED 140 326
- What Children Read in China. Occasional Paper No. 77-6. ED 141 243
- Social Work**
- Competency-Based Education for Social Work: Education and Curriculum Issues. ED 140 706
- The Need for Manpower Specialists: A New Role for Social Workers. A Report of the National Workshop on Manpower Curriculum Development in Social Work (New York, New York, April 11-13, 1973). ED 141 229
- Social Workers and Manpower Programs: An Experimental Approach to Professional Training and Curriculum Development. Final Report 1970-1973. ED 141 230
- Social Workers**
- Florida Follow Through. ED 141 363
- The Preparation of Human Service Professionals. ED 140 746//
- Sociocultural Patterns**
- On Cognition and Social Change: A Report from a Pilot Study Regarding the Effect of Schooling on Cognitive Growth and Attitudes towards Social Change in Pakistan, Reports from the Institute of Education, University of Goteborg, No. 57. ED 141 198
- Sociodrama**
- LORS. Learning Oriented Reality Structure...Or How to Keep Your Sanity and Have Fun Besides in All Those Crazy Meetings! ED 140 104
- Socioeconomic Influences**
- Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume II: Migrant Population and Programs - Characteristics and Trends. ED 141 043
- Components of Educational Achievement and Mobility in Black Families. ED 141 208
- No Exit: The Closing of Choice in Education. ED 141 034
- Socioeconomic Status**
- Demographic Norms for Metropolitan, Non-metropolitan and Rural Counties. Mental Health Demographic Profile System Working Paper No. 24, July 1975. ED 141 010
- Persons of Spanish Origin in the United States: March 1976. Population Characteristics, Current Population Reports. ED 141 050
- A Test of the Homogeneity Thesis of the Culture of Poverty Theory: Characteristics of Disadvantaged Farm Families. Tech. Bul. No. 248, December 1975. ED 141 009
- Socioemotional Measures**
- Project Scan: School and Community Project for Abused and Neglected Children. Final Report. ED 141 436
- Sociolinguistics**
- Bilingual Bicultural Education for the Spanish Speaking in the United States: A Preliminary Bibliography. ED 141 029//
- Children's Language Structure. Working Papers of the Language Behavior Research Laboratory, No. 15. ED 140 679
- Ethnocentric Speech: Its Nature and Implications. ED 140 378
- Language Change in Childhood and in History. Working Papers of the Language Behavior Research Laboratory, No. 41. ED 140 671
- A Multicultural Perspective of Human Communication. ED 140 629
- Papers on Language and Context. Working Papers of the Language Behavior Research Laboratory, No. 46. ED 140 672
- Research on Spoken Language in the Primary School; A Report to the Scottish Education Department. ED 140 348
- A Survey of Applied Linguistics. ED 140 678//
- Sociology**
- Community Satisfaction as Definition of the Situation: Some Conceptual Issues. ED 141 223
- Energy and the Structure of Social System: Significance for Families. ED 141 193
- The Ethnic Factor in the Future of Inequality. ED 141 234
- Lakota Social System. ED 141 013
- Report on Teaching: Analysis of Some of the Most Notable Improvements in American Undergraduate Teaching. No. 4. ED 140 758
- Sociological and Social-Psychological Perspectives on Environmental Issues: A Bibliography. ED 141 189
- Teaching Sociology: A Bibliography. Second Edition, June 1977. ED 141 255
- Sociopsychological Services**
- Primary Prevention for the Senior Citizen: The Preparation for Retirement Program. ED 140 167
- Solar Energy**
- Construction of a Model Solar Building. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 318. [Project COAST]. ED 141 164
- South Carolina**
- Alternatives to School Disciplinary and Suspension Problems. ED 140 509
- South Carolina (Southeast)**
- The South Carolina Title V Program in Perspective: Three Models of Purposive Change. ED 141 022
- South Carolina (Williamsburg County)**
- Williamsburg County Human Resources Campus (WCHRC): Planning Report. ED 141 034
- South Carolina State University**
- A Review and Evaluation of the CBTE Program at South Carolina State University. ED 141 278
- South Dakota**
- Reservation Economic Development. A Course in Small Business. ED 141 015
- Southeast Alternatives**
- Implementing Alternative Schools; Lessons from the Minneapolis Experience. ED 141 437
- Southeastern Library Network**
- SOLINET Annual report 1975-1976. ED 140 828
- Southern Association of Colleges and Schools**
- An Analysis of the Bases Used By Library Evaluators in the Accrediting Process of the Southern Association of Colleges and Schools. ED 140 800
- Southern States**
- Degree Output in the South, Distribution by Sex 1974-75. ED 140 765
- Social Origin and Attitudinal Perception in the Dynamics of Occupational Achievement Orientation. ED 141 063
- Space Orientation**
- Less Eye Contact When Closer? Depends Upon Your Partner's Sex. ED 140 185
- Spanish**
- The Bilingual Lexicon and Linguistic Innovation. ED 140 630
- Conversational Spanish Curriculum for Teachers of Migrant Children. ED 141 003
- Cultural Values and Lexical Features in Spanish Grammar. ED 140 647
- The Effect of a Language Versus a Dialogue Emphasis in Beginning Spanish Instruction and a Comparison of Structured Versus Unstructured Follow-Up. Final Report. ED 140 612
- Grammatical Constraints on /s/ Deletion in Cuban Spanish. A Preliminary Study. ED 140 643
- A Survey and Comparison of Beginning Reading Instruction Practices in English Versus Spanish for Mexican American Children in First-Grade Classrooms in Texas. ED 140 255//
- The Velar Nasal in Rapid Cuban Spanish. ED 140 642
- Spanish Culture**
- Cultural Values and Lexical Features in Spanish Grammar. ED 140 647
- Espana: Building Bridges of Understanding with the People of Spain. ED 140 618
- Spanish Speaking**
- The Adequacy of Health Care Among the Indian and Spanish Populations in Polk, Lincoln, Benton, Linn and Southwestern Portion of Marion Counties. A Public Opinion Perspective. ED 141 048
- Bilingual Bicultural Education for the Spanish Speaking in the United States: A Preliminary Bibliography. ED 141 029//
- Bilingual Education through Music. ED 141 473
- Coorientation and Identification: A Transactional Approach to the Formative Evaluation of Educational Television Programming. ED 140 305//
- Error Analysis and Error Correction in Adult Learners of English as a Second Language. Working Papers on Bilingualism, No. 13. ED 140 663
- Mosaic. Hispanic Sub-Cultural Values: Similarities and Differences. ED 141 466

Performance by Prospective Teachers with Different Preparation in Diagnosis of Oral Reading by a Linguistically Different Student.

ED 140 250

Persons of Spanish Origin in the United States: March 1976. Population Characteristics, Current Population Reports.

ED 141 050

Poder es Saber. Workshop: Developing a Bilingual Curriculum (New Mexico Highlands University, Las Vegas, New Mexico, June 1977).

ED 141 018

The Relationships among Three Measures of Bilingualism and Their Relationship to Achievement Test Scores.

ED 140 632

Teaching Numeric Concepts to Spanish-Speaking Second Graders: English or Spanish Instruction?

ED 140 636

T.E.A.T.H. Program, English as a Second Language (School Year 1975-1976).

ED 141 491

Tutoring: Walk and Talk Program, 1975-1976 Academic Year.

ED 141 492

Special Education

Integration Through an Internship--Special Education and General Education.

ED 140 463

School Psychology 1976: Old Problems and New Opportunities.

ED 140 160

The Utilization of Consumer Surveys in Assigning Priorities to the Allocation of School Psychological Services.

ED 140 144

Special Education Teachers

The Paraprofessional in Special Education.

ED 140 582

Special Health Problems

Children, Pediatricians, and Polluted Air.

ED 140 539

Get Up and Grow: A Handbook for Parents of Babies with Special Problems at Birth.

ED 140 513

What the Teacher Should Know About Diabetes.

ED 141 324

Specialization

Results of YLS Survey on Specialization/Relicensing.

ED 141 240

Special Libraries

Bell Laboratories Book Acquisition, Accounting and Cataloging System (BELLTIP).

ED 140 869

Special Unemployment Assistance

A Study of Recipients of Federal Supplemental Benefits and Special Unemployment Assistance. Final Report.

ED 139 923

Speech Communication

Directory of Graduate Programs in the Speech Communication Arts and Sciences, 1977-1978.

ED 140 374//

An Empirical Investigation: Teaching a Course in Oral Communication to Sexually Segregated Classes.

ED 140 302//

An Exploratory Investigation of the Relationships of Three Types of Communication Apprehension to Student Attitudes, Levels of Satisfaction, and Achievement.

ED 140 361

Focus: Secondary Speech Education.

ED 140 379

Getting It Out, Getting It Down: Adapting Zoellner's Talk-Write.

ED 140 354

The Image of the Candidates: A Communication Analysis of the Ford/Carter Debates I, II, and III.

ED 140 359

Lakota Oral Literature.

ED 141 014

A Multicultural Perspective of Human Communication.

ED 140 629

Oral Language Comprehension of Children in Grades One through Six.

ED 140 290//

Papers on Language and Context. Working Papers of the Language Behavior Research Laboratory, No. 46.

ED 140 672

A Process Approach to Public Speaking: The Use of Exercises and Games.

ED 140 372

Training Undergraduates in Organizational Communication.

ED 140 371

Why Speak If You Don't Need to? The Case for a Listening Approach to Beginning Foreign Language Learning.

ED 140 675

Speech Education

Focus: Secondary Speech Education.

ED 140 379

Speeches

"My Mass is 20 kg": Aspects of Canadian and International Progress Toward an SI Way of Life.

ED 141 068

Proceedings of the Conference on Rural Health Services in Nevada (Reno, Nevada, January 17-18, 1974).

ED 141 028

A Process Approach to Public Speaking: The Use of Exercises and Games.

ED 140 372

Real Choices in Indian Resource Development: Alternatives To Leasing. AIO Report-Billings Conference (Billings, Montana, January 30, 31, and February 1, 1975).

ED 141 025

An SI Canada: Reality and Challenge at Commitment Plus Seven.

ED 141 125

Speech Handicapped

DHEW Research, Service, and Training Programs in Hearing, Speech, and Language: A Summary of Areas of Interest, Funding Mechanisms, Review Processes, and Information Sources.

ED 140 564

Speech Pathology

Communication and the Elderly Patient.

ED 140 132

Speech Skills

Management Listens to Its Own Speech.

ED 140 369

Speech Therapy

The Role of Semantics in the Application of Psycholinguistics to Language Assessment and Therapy.

ED 140 635

Spelling

Spoken and Written Communication: Are Five Vowels Enough?

ED 140 640

Spelling Instruction

RESEARCH SUMMARY: Basic Skills in Handwriting and Spelling.

ED 140 271

Staff Improvement

Annual National Vocational Education Personnel Development Seminar. (8th, Madison, Wisconsin, October 28-31, 1974). In-Service Vocational Education Personnel Development for the 1980's. Leadership Training Series No. 43.

ED 140 082

Connecticut Right to Read Program Planning Model.

ED 140 262

Developing and Conducting In-Service Programs. Coordinator's Guide.

ED 140 191

Developing and Conducting In-Service Programs.

ED 140 192

Developing Effective Public Relations. Coordinator's Guide.

ED 140 187

Developing Effective Public Relations.

ED 140 188

Faculty Development Practices in U.S. Colleges and Universities.

ED 141 382

Help for ESL Learners.

ED 140 653

Helping Students Develop Career Decision-Making Skills. Coordinator's Guide.

ED 140 189

Helping Students Develop Career Decision-Making Skills.

ED 140 190

Professional Development Plan, Lansing Community College, 1976-1977.

ED 140 923

Staff Development: A Guide to Selected Sources of Information on Improving the Staff of Educational Institutions.

ED 140 444

Staff Orientation

The Advisor: Supportive Assistance for Effective Changes in Education.

ED 141 345

Staff Role

The Educational Development Officer--A New Staff Development Concept in the Community College and Technical Institute.

ED 140 017

Project PEOPLE (Personal Enhancement of Occupational Preparation through Life Centered Education).

ED 140 060

The Utilization of Consumer Surveys in Assigning Priorities to the Allocation of School Psychological Services.

ED 140 144

Standardized Tests

The Abuses of Standardized Testing. Fastback Series No. 92.

ED 141 399

Ethnic Minorities and National Standardized Testing.

ED 141 467

The Quality of High School Reading and Vocabulary Tests: Implications for the Researcher.

ED 141 396

Structural Components Revealed by Evaluating the Quality of Elementary School Tests.

ED 141 383

A Study of the I Don't Know Response in Multiple-Choice Tests. Iowa Testing Programs Occasional Papers, No. 5.

ED 141 371

Standards

Energy Conservation in New Building Design: An Impact Assessment of ASHRAE Standard 90-75. Conservation and Environment Buildings Programs. Conservation Number 43B.

ED 140 508

The Evolution of Professionalism in Quebec.

ED 140 714

Management of Data Elements in Information Processing. Proceedings of a Symposium (2nd, Gaithersburg, Maryland, October 23-24, 1975).

ED 140 817

National Apprenticeship and Training Standards for Glaziers and Glassworkers. Revised.

ED 139 920

A Position Paper on the Roles of Federal, State and Local Governments on Standards, Regulations and Laws for Day Care.

ED 140 965

A Public Review in Federal Region VI of the Federal Interagency Day Care Requirements.

ED 140 966

Reform of the Professions in Quebec.

ED 140 713

Standard Spoken Usage

Speaking Black and Reading Standard (English).

ED 140 221

Starfish

Observing Starfish--The Water Vascular System. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 224. [Project COAST].

ED 141 152

State Action

The California State University and Colleges Health Manpower Education Project. Final Report.

ED 140 717

State Agencies

New York's Access to Records Law.

ED 140 317

332 Subject Index

- State Politics and Higher Education. A Book of Readings. ED 140 733//
- State Aid**
Alternative Measures of Local Wealth and Effort. ED 140 476
The Influence of State and Federal Aid on the Demand for Educational Opportunity in Kentucky. ED 140 433
A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs. ED 140 696
Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas. Being Chapter V of Volume I of the Biennial Survey of Education in the United States: 1934-36. Bulletin, 1937, No. 2 (Advance Pages) ED 141 054
- State Boards of Education**
The California State University and Colleges Health Manpower Education Project. Final Report. ED 140 717
New Jersey Regulations and Standards for Certification. 22nd Edition. ED 141 323
From Procession to Profession: An Historical Case Study in the Governance of Teacher Education. ED 141 307
- State Colleges**
Enrollment at State Universities and Land-Grant Colleges Fall, 1976. ED 140 704
Governance in Institutions with Faculty Unions: Six Case Studies. ED 140 764
Origin of Kentucky College and University Enrollments, 1976. ED 140 716
University System of Georgia Annual Report for Fiscal Year July 1, 1975 - June 30, 1976. ED 140 759
Voluntary Support of Education 1974-75. ED 140 450
Voluntary Support of Education 1975-76. ED 140 451
- State Curriculum Guides**
What Every Child Should Know...Social Studies. Course of Study, Criteria for Textbook Selection. ED 141 211
What Every Child Should Know...United States and Arizona History. Course of Study, Criteria for Textbook Selection. ED 141 212
- State Departments of Education**
Amendments to Regulations of the Commissioner of Education Pursuant to Section 207 of the Education Law. Part 80: Teachers Certificates. ED 141 357
Johnson-O'Malley Annual Report, Fiscal Year 1972. ED 141 049
Rules for the Administration of the Teacher Certification Act of 1975. ED 141 329
- State Employment Services**
SESA Productivity Measurement System. Measuring the Productivity of the State Employment Service Agencies. Final Report. ED 139 925
- State Federal Aid**
Audit-Proof Contracting for Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 3. ED 140 941//
Obtaining Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 2. ED 140 940//
- State Government**
Dollars and Sense: Budgeting for Today's Campus. ED 140 736//
- State Politics and Higher Education. A Book of Readings. ED 140 733//
Understanding and Influencing the State Role in Postsecondary Education. Management Report 77/7. ED 140 896
- State History**
Arizona History Resource Guide: A Resource Guide for Arizona Classroom Teachers. ED 141 207
Historic Denver for Kids. ED 141 260
A History of Japanese in Hawaii. ED 141 197
What Every Child Should Know...United States and Arizona History. Course of Study, Criteria for Textbook Selection. ED 141 212
- State Legislation**
Alternatives to School Disciplinary and Suspension Problems. ED 140 509
Chapter 766: An Analysis of Year One. ED 140 522
Collective Bargaining in California Public Education. SB 160--The Rodda Act. ED 140 506
Equity and Collective Bargaining in Education. ED 140 387
The Explicit and Implicit Organizational Structures for the Collective Bargaining Process under the California Legislation. ED 140 412
Governing Academic Organizations: New Problems, New Perspectives. ED 140 447//
The Law on Student Teaching in the United States. ED 140 416//
Louisiana School Finance. Publication No. 1454. ED 140 404
New York's Access to Records Law. ED 140 317
Partisans and Provincials: The Political Milieu of State-Supported Education in Illinois, 1870-1920. Yale Higher Education Program Working Paper, YHEP-5. ED 141 205
A Position Paper on the Roles of Federal, State and Local Governments on Standards, Regulations and Laws for Day Care. ED 140 965
A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs. ED 140 696
School Laws, 1977. Idaho Legislature, Forty-Fourth Legislature, First Regular Session. ED 140 427
The Serrano Case: Policy for Education or for Public Finance? The Rand Paper Series. ED 140 430
Statutory Requirements of Teacher Contract Laws: A Comparison of the 50 States' Continuing Contract and Teacher Tenure Laws. ED 140 384
- State Libraries**
National Commission on Libraries and Information Science. Annual Report to the President and Congress. 1975-1976. ED 140 799
- State Licensing Boards**
Regulations for Teacher Certification. Bulletin 130, 1975 Revision. ED 141 320
- State of the Art Reviews**
Assessing Student Academic and Social Progress. ED 140 900
Assessment of Student Achievement. A Survey of the Assessment of Student Achievement in Ontario. ED 141 403//
Computerized Collective Training for Teams. ED 140 854
Mass Media and Developing Nations: A Global Perspective of the Present State of Mass Communication and Its Research. ED 140 848
Public Education in Sparsely Populated Areas of the United States. ED 141 006
- Research on Spoken Language in the Primary School; A Report to the Scottish Education Department. ED 140 348
Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas. Being Chapter V of Volume I of the Biennial Survey of Education in the United States: 1934-36. Bulletin, 1937, No. 2 (Advance Pages) ED 141 054
A Review of Research and Evaluation Literature on Outward Bound and Related Educational Programs. ED 141 039
A Review of the Definition and Measurement of Poverty: Volume I, Summary Review Paper; Volume II, Annotated Bibliography. The Measure of Poverty, Technical Paper III. ED 141 424
- State Programs**
Advocacy Under the Developmental Disabilities Act: Summary of a Discussion Paper on Implications of Section 113, PL 94-103. ED 140 568
Annual National Leadership Development Seminar for State Directors of Vocational Education (7th, Columbus, Ohio, September 24-26, 1974). Improving Vocational Curricula in Local Education Agencies. Leadership Training Series No. 42. ED 140 100
Career Education. Administrators and Counselors Implementation Model. Module II. Orientation Module. ED 140 041
Child Day Care Management Study. Volume II-A: State Summaries (Alabama - Nebraska). ED 140 982
Child Day Care Management Study. Volume II-B: State Summaries (Nevada - Wyoming). ED 140 983
Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume I: Executive Summary. ED 141 042
Due Process in Special Education: Resource Book. ED 140 520
An Educational Needs Assessment for the Children of Florida's Migratory Agricultural Workers. Volume I: Executive Summary - A Summary of Findings and Recommendations. ED 141 002
Florida Migratory Child Compensatory Program. Evaluation, 75-76. ED 140 999
Illinois Community College Board Management Information Systems Manual. Eighth Edition. ED 140 895
An Introduction To State Capacity Buildings: Planning, Management and Delivery of Child and Family Services. ED 140 977
Mathematics Highlights Report, 1974-75. Louisiana State Department of Education Bulletin 1457. ED 141 119
The Metric System: Ideas for Introducing the Metric System. ED 141 114
The Outcomes of Statewide Assessment: Implications for Curriculum Evaluation. ED 141 394
The Region V Conference on Competency Based Teacher Education (Midland Hotel, Chicago, Illinois, March 11-13, 1975). Final Report. ED 140 070
A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs. ED 140 696
Report on Compensatory Education, 1975-76. ED 141 474
Report on the Parent-Professional Forum: Education Day. ED 140 552
State Assessment and Testing Programs: An Annotated ERIC Bibliography. Volume I--General References. Volume II: Individual State Programs. ED 141 389
Three-Site Evaluation for Career Development Projects.

- ED 139 908
- State School District Relationship**
9 Questions on New Jersey State Testing on Reading; Proceedings of the Spring 1975 Rutgers University Reading Conference. ED 140 261
Annual National Leadership Development Seminar for State Directors of Vocational Education (7th, Columbus, Ohio, September 24-26, 1974). Improving Vocational Curricula in Local Education Agencies. Leadership Training Series No. 42. ED 140 100
The Complex Society; Its Implications for School Boards. ED 140 487//
Public Opinions About Education: A Statewide Poll of Wisconsin Residents. ED 140 406
- State Standards**
9 Questions on New Jersey State Testing on Reading; Proceedings of the Spring 1975 Rutgers University Reading Conference. ED 140 261
Amendments to Regulations of the Commissioner of Education Pursuant to Section 207 of the Education Law. Part 80: Teachers Certificates. ED 141 357
New Jersey Regulations and Standards for Certification. 22nd Edition. ED 141 323
Procedures and Standards for Maryland State Department of Education Evaluation of Planned Programs of Inservice Experiences Developed and Implemented by Local Agencies Leading to the Advanced Professional Certificate. ED 141 366
Program Approval Standards and Procedures. Field Trial Edition. ED 141 322
Regulations for Teacher Certification. Bulletin 130, 1975 Revision. ED 141 320
Rules for Teacher Education and Certification. ED 141 351
Rules for the Administration of the Teacher Certification Act of 1975. ED 141 329
Standards for Teacher Education Programs. ED 141 350
Teacher Education, Certification and Assignment Handbook. ED 141 304
- State Surveys**
9 Questions on New Jersey State Testing on Reading; Proceedings of the Spring 1975 Rutgers University Reading Conference. ED 140 261
Are the One-Teacher Schools Passing? 18 Years of History. Pamphlet No. 92. ED 141 051
Assessment of Student Achievement. A Survey of the Assessment of Student Achievement in Ontario. ED 141 403//
A Comparison of the Content of English Methods Courses with the Needs of Beginning Secondary School English Teachers. ED 140 307//
Educational Perspectives: A Survey of 10,000 Ontario Students, Teachers, and Parents. ED 141 401//
Effectiveness of the Revised Ontario School Record System. ED 141 402//
Institutional Research in Georgia Junior Colleges. ED 140 913
Integrated Humanities in Florida Community Colleges. ED 140 908
Montana English Teacher Preparation and Needs, 1973 State-Wide Survey. Interim Report. ED 140 299
The One-Teacher School - Its Midcentury Status. Circular Number 318. ED 140 992
Residential and Racial Trends for the School-Age Population and Public School Teachers in Louisiana. Bulletin Number 697. ED 141 317
Sick Leave Gratuities and Resultant Liabilities. ED 140 398//
- Social Studies Highlights Report, 1974-75. Bulletin 1459. ED 141 214
A Statewide Follow-up Study of Fall 1973 Transfer Students from Illinois Public Community Colleges (Phase III Progress Report). Volume II, Number 11. ED 140 894
The Status of Population Education in Florida Secondary Schools During 1973-74. Research Monograph 19. ED 141 183
A Study of Needs for Possible Inservice Education Programs as Expressed by Secondary English Teachers and as Perceived by Their Administrators. ED 140 351
- State Universities**
Academic Tenure in American Higher Education. ED 140 737//
Enrollment at State Universities and Land-Grant Colleges Fall, 1976. ED 140 704
Origin of Kentucky College and University Enrollments, 1976. ED 140 716
The Relationship Between Higher Education and Technological Development: The Canadian Experience. ED 140 685
University System of Georgia Annual Report for Fiscal Year July 1, 1975 - June 30, 1976. ED 140 759
Voluntary Support of Education 1974-75. ED 140 450
Voluntary Support of Education 1975-76. ED 140 451
- Statewide Planning**
The California State University and Colleges Health Manpower Education Project. Final Report. ED 140 717
Improving Vocational Education Planning: More Myth Than Reality? Final Report. ED 140 027
An Introduction To State Capacity Buildings: Planning, Management and Delivery of Child and Family Services. ED 140 977
Providing Location Information for Colorado Library Resources. ED 140 802
Public Community Colleges in Alaska: A Report of Public Hearings. ED 140 872
Toward Equality of Educational Opportunity and Attainment in Higher Education in Maryland. A Position Paper. ED 140 710
- Statistical Analysis**
Alternative Measures of Local Wealth and Effort. ED 140 476
An Analysis of the Student Evaluation Form at Oakton Community College. ED 140 877
Differences Between Kuder-Richardson Formula 20 and Formula 21 Reliability Coefficients for Short Tests with Different Item Variabilities. ED 141 411
The Influence of State and Federal Aid on the Demand for Educational Opportunity in Kentucky. ED 140 433
Input-Output Analysis in Public Education. ED 140 425//
Modification of Tabachnick's Application of Principles and Social Studies Inference Tests. A Progress Report. ED 141 195
Observations of Teacher Behavior: A Problem of Two Random Effects. ED 141 388
Response Surface Methodology Revisited: A Commentary on Research Strategy. ED 141 385
- Statistical Data**
Are the One-Teacher Schools Passing? 18 Years of History. Pamphlet No. 92. ED 141 051
Computers in the Federal Government: A Compilation of Statistics. ED 140 830
- Demographic Norms for Metropolitan, Non-metropolitan and Rural Counties. Mental Health Demographic Profile System Working Paper No. 24, July 1975. ED 141 010
Development and Demonstration of a Statistical Data Base System for Library and Network Planning and Evaluation. Second Quarterly Report. ED 140 866
Development and Demonstration of a Statistical Data Base for Library and Network Planning and Evaluation. Third Quarterly Report. ED 140 867
Enrollment at State Universities and Land-Grant Colleges Fall, 1976. ED 140 704
Family Planning in Five Continents: Africa, America, Asia, Europe, Oceania. December 1976 Update. ED 141 076
Farm Population Estimates for 1975. Agricultural Economic Report No. 352. ED 141 036
The One-Teacher School - Its Midcentury Status. Circular Number 318. ED 140 992
Origin of Kentucky College and University Enrollments, 1976. ED 140 716
Present Situation of Graduate Studies, Brazil - 75. ED 140 723
Recent Enrollment Trends in U.S. Nonpublic Schools: Final Report to the National Institute of Education. ED 140 504
Rural School Consolidation. A Decade of School Consolidation with Detailed Information from 105 Consolidated Schools. Pamphlet No. 6, June 1970. ED 141 055
Statistics Concerning Indian Education, Fiscal Year 1974. ED 141 045
Statistics Concerning Indian Education, Fiscal Year 1975. ED 141 046
Statistics Concerning Indian Education, Fiscal Year 1976. ED 141 047
Wealth and the Accounting Period in the Measurement of Means. The Measure of Poverty, Technical Paper VI. ED 141 464
- Statistical Studies**
Doctorate Recipients from United States Universities. Summary Report 1976. ED 140 721
- Statistical Surveys**
Collegiate Enrollments in the U.S., 1976-77. Statistics, Interpretation, and Trends in 4-Year and Related Institutions. ED 140 697
Multiple Matrix Sampling Applied to Needs Analysis: An Introduction and Assessment of Efficacy. ED 140 007
The Preparation and Occupational Pursuits of Elementary, Secondary and Ungraded Teachers 1974-75. ED 141 349
- Statistics**
Current Use of Computers in the Teaching of Statistics. ED 141 109
- Status**
Status of Teachers and Principals Employed in the Rural Schools of the United States. Bulletin, 1932, No. 3. ED 141 053
- Status Need**
Adolescent Peer Group Identifications and the Status Attainment Process. ED 140 108
- Stereotypes**
Culture-Specific Belief Stereotypy and its Personality, Attitudinal and Intellectual Correlates. ED 141 453
- Stimulation**
The Effects of Responsive Stimulation in Early Infancy.

- ED 140 951
- Stimulus Behavior**
 Hooked on Exercise: A Psycho-Biological Explanation. ED 111 300
 Ischemic Nerve Block. ED 141 298
- Story Telling**
 The Enculturation of the Imaginative Processes Between the Ages of Five and Seven Years and Their Effect Upon Classroom Activity. Final Report. ED 140 945
 Telling Stories to Children. ED 140 293//
- Stratisticians Model**
 Special Education Delivery Alternatives: Changes Over Time in Teacher Ratings, Self-Image, Perceived Classroom Climate and Academic Achievement Among Handicapped and Nonhandicapped Children. Revised. ED 140 565
- Stress (Phonology)**
 Stress and Deep Structure: A Measure of Language Acquisition, Grades K-6. ED 140 657
- Stress Variables**
 Beyond Stress to Effective Management. OSSC Bulletin Vol. 20, Nos. 9 and 10. ED 140 440
 A Comparison of Exercise and Meditation in Reducing Physiological Response to Stress. ED 141 339
 The Interaction Model of Anxiety: Some Possible Implications. ED 141 296
 The Relationship of Task Characteristics to Attitudes, Absenteeism, Stress and Performance Among College Students. ED 140 181
 Sex Differences in Voluntary Post Marital Dissolution Adjustment. ED 140 183
 Stress Testing Recovery EMG for Evaluation of Biofeedback and Progressive Muscle Relaxation Training Effects. ED 141 338
- Structural Analysis**
 A Comparison of Certain Structural Characteristics of Language Selections Representing Both Oral and Written Thought and Purpose. ED 140 301//
- Structuralism**
 Kohlberg's Structuralism: A Critical Appraisal. Monograph Series/15. ED 140 482//
- Student Ability**
 Results of the Student Skills Assessment Surveys. ED 140 883
- Student Accountability Model**
 Survey of Non-Returning Non-Vocational Students. ED 140 906
- Student Alienation**
 The Liberal Arts College: Desegregation without Integration. ED 141 239
- Student Attitudes**
 An Analysis of Student Evaluation of Course and Instructor as an Expression of the Student's Values and Adult Education Attitudes. ED 139 992
 Assessing High School Vocational Students' Attitudes Toward Travel Away from Their Home Schools. Final Report. ED 140 079
 The Behavior of Supervisors Assessed by Student Teachers. Research Bulletin No. 37. ED 141 346
 A Comparative Study of Faculty and Student Attitudes Toward a Variety of College Grading Purposes and Practices. ED 141 381
 Construction of a Bilingual Attitude Rating Scale. ED 140 633
 Drug Abuse Prevention: The Awareness, Experience, and Opinions of Junior and Senior High School Students in New York State. Report No. 2 of Winter 1974/75 Survey. ED 140 174
 The Dynamics of Army Writing. ED 140 343
 Educational Perspectives: A Survey of 10,000 Ontario Students, Teachers, and Parents. ED 141 401//
 An Evaluation of the Effectiveness of Instructional Television for GED Preparation. ED 139 990
 An Exploratory Investigation of the Relationships of Three Types of Communication Apprehension to Student Attitudes, Levels of Satisfaction, and Achievement. ED 140 361
 General Report of the Alberta School Discipline Study, 1975-76. ED 140 454
 Human Diversity, Program Evaluation and Pupil Assessment; And, A Critical Review of Black Consciousness, Identity and Achievement. ED 141 451
 If This Keeps up....Current School Policy Making and Political Learning. ED 141 196
 Intrinsic Rewards and Learning for Cooperation. ED 141 202
 Management Techniques for Elementary Level Interest Centers. ED 140 492
 Reading Interests, Habits, and Attitudes of Eleventh Grade Students in Montgomery, Alabama. ED 140 215//
 Relationship between Student Participation in a Secondary School Reading Program and Selected School Performance Variables. ED 140 217//
 The Relationship of Task Characteristics to Attitudes, Absenteeism, Stress and Performance Among College Students. ED 140 181
 Relationships among Teacher and Pupil Self-Concept and Pupil Reading Achievement at the First Grade Level. ED 140 229//
 Relationships between Affective Measures and Reading Success of Low Income Black Children. ED 140 230//
 Relationships Between Selected Teacher Behaviors and Attitudes/Achievements of Algebra Classes. ED 141 118
 Special Education Delivery Alternatives: Changes Over Time in Teacher Ratings, Self-Image, Perceived Classroom Climate and Academic Achievement Among Handicapped and Nonhandicapped Children. Revised. ED 140 565
 Student Attitudes Toward Science Before and After Introductory College Physics Courses. ED 141 080
 A Study of Attitudes Toward Deafness and Its Implications for Mainstreaming. ED 140 524
 A Study of the Effects of Teacher Oral Reading of Children's Literature on the Listening and Reading Achievement of Grade Four Students. ED 140 246//
 The Way It's Working: An Evaluation of the Boston Career Exploration Project. ED 140 083
- Student Behavior**
 How Is IGE Doing in the Elementary Schools? A Three-Year Survey of IGE Principals. ED 140 426
 An Observation Protocol for Early Childhood Settings. ED 140 952
 A Survey of Substance Use Among Junior and Senior High School Students in New York State. Report No. 1: Prevalence of Drug and Alcohol Use, Winter 1974/75. ED 140 173
- Student Characteristics**
 About the Students. A "Brief" Highlighting Important Literature since 1973 on Student Characteristics and the Development of Programs to Meet Student Needs. ED 140 929
- Anchor Test Study: School, Classroom, and Pupil Correlates of Fifth-Grade Reading Achievement.** ED 141 418
 A Descriptive Study of the Cognitive Style of Field Dependence-Independence in the New Student Population in the Community College. ED 140 873
 The Education of Adolescents in Remote Areas of Ontario. ED 141 005//
 Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1975-76. Final Evaluation Report. ED 141 452
 Higher Education Enrollments: Community Colleges, Fall, 1976. Report No. 77-11A. ED 140 885
 JCCC Graduate Trends 1971-1976 (Characteristics and Impressions). ED 140 886
 The Process of Acculturation in College Settings. Final Report. BN-BR-3-2083 ED 140 699
 The Relationship of Various Aspects of Student Self Concept and Selected Personal Variables to Participation in Various Types of School Activities. ED 140 112
 Results of Fall 1975 Survey of Engineering Freshmen (Revised). ED 141 231
 Results of Fall 1976 Survey of Engineering Freshmen. ED 141 131
 Trends in the Academic Abilities, Background Characteristics, and Educational and Vocational Plans of College-Bound Students: 1970-71 to 1974-75. ED 141 390
 Tutoring: Walk and Talk Program, 1975-1976 Academic Year. ED 141 492
- Student College Relationship**
 Final Report of the Research Project on: Students and Collective Bargaining. ED 140 741//
- Student Costs**
 Federal Student Aid: Who Receives It and How Is It Packaged? ED 140 727
 The Ways and Means: A Study of the Needs and Resources of Students Enrolled in United Negro College Fund Member Institutions. Research Report Vol. 2, No. 1. ED 140 757
- Student Development**
 The Relationship of Various Aspects of Student Self Concept and Selected Personal Variables to Participation in Various Types of School Activities. ED 140 112
- Student Distribution**
 Using an Induced Course Load Matrix. ED 140 708
- Student Employment**
 Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume I, Summary Volume. ED 140 114
 Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume II, Technical Volume. ED 140 115
 Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume III, Case Study Reports. ED 140 116
 The Effect of Employment on the Grades of Students in Associate Degree Programs at Forsyth Technical Institute. ED 140 911
- Student Evaluation**
 Assessing Student Academic and Social Progress. ED 140 900
 Assessment and Training Techniques for Developing Piagetian Sensor-Motor and Pre-Operational Skills in Preschool Severely Retarded Children. ED 140 572

Career Education. Administrators and Counselors Implementation Model. Module VI—Evaluation of Career Education (Administrators).

ED 140 049

Developing Learning Objectives for a Model Course to Prepare Adults for the Assessment of Prior, Non-Sponsored Learning by Portfolio Evaluation.

ED 140 887

Experiential Learning in the Community College. Topical Paper No. 63.

ED 140 909

Human Diversity, Program Evaluation and Pupil Assessment; And, A Critical Review of Black Consciousness, Identity and Achievement.

ED 141 451

Research and Development Project in Career Education. Final Report.

ED 139 906

The Search for Cognitive Giftedness in Exceptional Children.

ED 140 563

Student Assessment Service: A Model for Assessment of Learning and Behavior Problems in the High School.

ED 140 157

A Summary of the Recent Literature on the Evaluation of Principals, Teachers, and Students. Occasional Paper No. 18.

ED 141 407

Survey of Faculty Awareness and Use of Alternative Teaching Strategies and Media Materials.

ED 140 891

Three-Site Evaluation for Career Development Projects.

ED 139 908

Student Evaluation of Teacher Performance

An Analysis of Student Evaluation of Course and Instructor as an Expression of the Student's Values and Adult Education Attitudes.

ED 139 992

An Analysis of the Student Evaluation Form at Oakton Community College.

ED 140 877

The Development of a Student Observation of Teachers Instrument for Use in High Schools.

ED 141 409

Professional Development and Course Improvement Through the Use of the Instructional Audit.

ED 141 368

Student Relations to Instruction. Memo to the Faculty Number 58.

ED 140 767

Students' Evaluations of Instructional Effectiveness: Research and a Survey Instrument.

ED 141 413

Students' Perceptions of Teachers' Abilities to Provide Certain Facilitative Conditions and Their Relationship to Language Arts Achievement Gains.

ED 140 295//

Student Experience

A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.

ED 139 911

A Comparison of Four Experience-Based Career Education Programs: What They Offer. How They Differ.

ED 140 031

Developing Learning Objectives for a Model Course to Prepare Adults for the Assessment of Prior, Non-Sponsored Learning by Portfolio Evaluation.

ED 140 887

Student Financial Aid

Federal Student Aid: Who Receives It and How Is It Packaged?

ED 140 727

The Just Community at What Price—The Role of Government in Financing Education.

ED 140 769

A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs.

ED 140 696

The Ways and Means: A Study of the Needs and Resources of Students Enrolled in United Negro College Fund Member Institutions. Research Report Vol. 2, No. 1.

ED 140 757

Student Grouping

An Empirical Investigation: Teaching a Course in Oral Communication to Sexually Segregated Classes.

ED 140 302//

Small Group Triad: An Instructional Mode for the Teaching of Writing.

ED 140 321

Student Improvement

Teaching Methods for the Development of Creativity in Medical Illustration.

ED 139 926

Student Interests

1975-76 Youth Conferences on Older Americans. A Report to the President of the United States for Older Americans Month.

ED 140 171

Management Techniques for Elementary Level Interest Centers.

ED 140 492

Student Loan Programs

Federal Student Aid: Who Receives It and How Is It Packaged?

ED 140 727

Higher Education Technical Amendments. House of Representatives Report No. 95-269.

ED 140 720

Student Mobility

Assessing High School Vocational Students' Attitudes Toward Travel Away from Their Home Schools. Final Report.

ED 140 079

Changes in Enrollment by 1985. Policy Analysis Service Reports Volume 3, Number 1.

ED 140 766

Constructive Partnership: A University Perspective. The Report from the Special Committee on the Interface Study.

ED 140 715

Guidelines for Transfer. Recommendations of the Joint Committee on College Transfer Students.

ED 140 722

Student Motivation

Notes on a Staff-Team Approach to the Preparation of Educational Psychologists as Facilitators of Energizing Experience in College Teaching.

ED 141 213

Poetry as Motivation for Reading.

ED 140 223

Self-Paced Instruction in Biometry at the University of Texas School of Public Health.

ED 140 728

Student Needs

About the Students. A "Brief" Highlighting Important Literature since 1973 on Student Characteristics and the Development of Programs to Meet Student Needs.

ED 140 929

Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume I: Executive Summary.

ED 141 042

Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume III: Educational Assessment.

ED 141 044

College Transfer Students: Who Are They? What Happens to Them? What Are Their Unique Needs?

ED 140 884

Counseling in the Elementary Feeder Schools.

ED 140 162

Helpful Hints for Selecting a School or College.

ED 140 752

Montgomery College Student Follow-up Study: First-Time Students, Fall 1972.

ED 140 921

Results of the Student Skills Assessment Surveys.

ED 140 883

Student Assessment Service: A Model for Assessment of Learning and Behavior Problems in the High School.

ED 140 157

Student Observation Teachers Teaching

Techniques

The Development of a Student Observation of Teachers Instrument for Use in High Schools.

ED 141 409

Student Opinion

Student Relations to Instruction. Memo to the Faculty Number 58.

ED 140 767

Student Participation

Decision Making in the School: A Participatory Model.

ED 141 203

Final Report of the Research Project on: Students and Collective Bargaining.

ED 140 741//

The Relationship of Various Aspects of Student Self Concept and Selected Personal Variables to Participation in Various Types of School Activities.

ED 140 112

Student Personnel Services

Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume I, Summary Volume.

ED 140 114

Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume II, Technical Volume.

ED 140 115

Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume III, Case Study Reports.

ED 140 116

Student Placement

Adolescent Sociopaths. Revised.

ED 140 551

Conducting Follow-Up and Follow-Through Programs. Planning Pre-Employment Programs, Module 4.

ED 140 211

Conducting Job Development Programs. Planning Pre-Employment Programs, Module 2.

ED 140 209

Conducting Job Placement Programs. Planning Pre-Employment Programs, Module 3.

ED 140 210

Performance on the Fall 1976 L.A.C.C. Guidance Examination. Research Study #77-7.

ED 140 919

Planning Pre-Employment Programs. Conducting Job Development Programs, Job Placement Programs, Follow-Up and Follow-Through Programs. Coordinator's Guide.

ED 140 207

Planning Pre-Employment Programs. Module 1.

ED 140 208

Student Problems

Problems Reported by Students in Educational Methods Courses.

ED 140 126

A Survey of Substance Use Among Junior and Senior High School Students in New York State. Report No. 1: Prevalence of Drug and Alcohol Use, Winter 1974/75.

ED 140 173

Student Projects

Construction of a Model Solar Building. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 318. [Project COAST].

ED 141 164

Student Publications

Concerning Student Publications. A Report and a Statement of Opinion. A Legal Memorandum.

ED 140 385

Student Reaction

An Investigation of Relationships Between Fifth Grade Students' Perception of the Physical Classroom Environment and Observed Environmental Factors.

ED 140 469//

Student Relations to Instruction. Memo to the Faculty Number 58.

ED 140 767

Student Records

Effectiveness of the Revised Ontario School Record System.

ED 141 402//

Student Recruitment

An Approach to Keeping Independent Colleges Independent.

ED 140 770

Student Responsibility

On Being Gifted: Student Perspectives.

ED 140 559

Student Rights

Alternatives to School Disciplinary and Suspension Problems. ED 140 509

The Buckley Amendment. ED 140 380

Concerning Student Publications. A Report and a Statement of Opinion. A Legal Memorandum. ED 140 385

Emerging Trends in Court Rulings Affecting Daily Operations of the Schools. ED 140 480

Options in Education. Program #85: The Courts and the Public Schools. ED 140 511

Student School Relationship

Behavior Clinics: A Method to Change Attitudes? ED 140 129

Student Teacher Ratio

Guidelines for School Staffing Ratios. ERS Report. ED 140 459//

Summary Report, 1974-75 Unit Expenditures Study. ED 140 879

Student Teacher Relationship

The College Instructor's Guide to Teaching and Academia. ED 140 747//

An Ethnographic Analysis of the Language Use Patterns of Bilingually Schooled Children. Working Papers on Bilingualism, No. 13. ED 140 664

Explorations in Creativity. ED 141 397

Inner-City Teachers More Authoritarian. ED 141 303

An Observation Protocol for Early Childhood Settings. ED 140 952

Practical Suggestions for Remedial Teachers. ED 140 216

Students' Perceptions of Teachers' Abilities to Provide Certain Facilitative Conditions and Their Relationship to Language Arts Achievement Gains. ED 140 295//

Student Teachers

The Behavior of Supervisors Assessed by Student Teachers. Research Bulletin No. 37. ED 141 346

Idea Book for Supervisors of Student Teachers. ED 141 318

The Law on Student Teaching in the United States. ED 140 416//

Student Teaching

Inner-City Teachers More Authoritarian. ED 141 303

The Law on Student Teaching in the United States. ED 140 416//

Supervised Student Teaching. ED 139 910

Student Testing

Assessing Student Academic and Social Progress. ED 140 900

Diagnostic Testing and the Disadvantaged Student: A Field in Disarray. ED 140 281

The National Conference on Minimum Competencies: Trends and Issues. Proceedings. (City University of New York, March 4, 1977) ED 141 404

Study Skills

A Consolidation of Advance Organizers and Student-Developed Pre-Reading Questions as a Method to Aid the Retention of Written Information. ED 140 233//

Using Multiple-Choice Questions as Review Aids in Prose Learning. ED 140 244

Success Factors

Peer Tutorial Models. ED 140 592

Predicting Success in the AFOTC Scholarship Program. Final Report, January 1976-January 1977. ED 140 406

Relationships between Affective Measures and Reading Success of Low Income Black Children. ED 141 420

Those Elusive Components that Contribute to the Success of Compensatory Education Projects. ED 141 444

Suggestology

Suggestopaedia-Canada. ED 140 673

Suggestopedia

Suggestopaedia-Canada. ED 140 673

Summative Evaluation

PPBS in Higher Education: The Impossible Dream? ED 140 719

Summer Schools

Summer Recess: Does it Make a Difference on Title I Student Achievement? ED 141 445

Superior Students

Elementary Magnet Plan Evaluation, 1975-76. ED 140 496

Supervisors

Improving Supervisors' Interpersonal Communication. ED 141 319

Supervisory Methods

Career Education. Administrators and Counselors Implementation Model. Module V--Implementation. (5.1) Supervision of Teaching. ED 140 047

Supervisory Training

Improving Supervisors' Interpersonal Communication. ED 141 319

Supplementary Reading Materials

Daisy Hooee Nampeyo, The Story of an American Indian. ED 140 997//

Supreme Court Litigation

Emerging Trends in Court Rulings Affecting Daily Operations of the Schools. ED 140 480

Options in Education. Program #85: The Courts and the Public Schools. ED 140 511

Survey Feedback Technique

Using Survey Feedback in a Small Alternative High School. Research and Development Memorandum No. 148. ED 140 437

Surveys

Availability of Non-Nutritious Foods in Alberta Schools. Research Bulletin 77-1. ED 140 452

A Cost-Benefit Model for the Instructional Development Services. ED 140 856

An Examination of Attitudes toward Current Secondary School English Programs in Greater Boston. ED 140 335//

Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975. Detailed Statistical Tables, Appendixes B and C. ED 141 136

Federal Programs Supporting Educational Change, Vol. VII: Factors Affecting Implementation and Continuation. ED 140 432

The Interview as a Measuring Device in Education. ED 141 410

Leadership in the Arts: A Testing of Assumptions. ED 141 258

Little Rock Public Schools Early Childhood Survey. ED 140 957

Politics and Diffusion Strategies for Instructional Development in Higher Education. ED 140 816

Public Opinions About Education: A Statewide Poll of Wisconsin Residents. ED 140 406

Results of Fall 1975 Survey of Engineering Freshmen (Revised). ED 141 231

Results of Fall 1976 Survey of Engineering Freshmen. ED 141 131

Results of YLS Survey on Specialization/Licensing. ED 141 240

Suspension

Alternatives to School Disciplinary and Suspension Problems. ED 140 509

Emerging Trends in Court Rulings Affecting Daily Operations of the Schools. ED 140 480

Sweden

Department of Educational and Psychological Research, Malmö: Some Notes on Current Activities. Bulletin No. 57, Educational and Psychological Interactions. ED 141 344

Explorations in Creativity. ED 141 397

Obstacles to Innovation Within the University Organization. Current Project. R & D for Higher Education. ED 140 756

Swimming

Physiological Alterations Observed in Young Competitive Swimmers During Three Years of Intensive Training. ED 141 337

Symposia

Symposium on Modern Languages in Primary Education (Copenhagen, September 20-25, 1976). ED 140 659

Syntax

Acquisition of Japanese Relative Clauses: A Case Study on a Two-Year-Old. Annual Reports, Vol. 1. ED 140 610

Children's Language Structure. Working Papers of the Language Behavior Research Laboratory, No. 15. ED 140 679

Composition with a Cognitive Twist. ED 140 320

Contrastive Grammar and Verb Valence. ED 140 656

Cultural Values and Lexical Features in Spanish Grammar. ED 140 647

The Effect upon Comprehension of the Presence and Type of Cognitive Organizer and of the Syntactic Structure of Recall Questions. ED 140 231//

Linguistic Development as a Limiting Factor in Learning to Read. ED 140 652

Linguistics and Bilingual Dictionaries. Studies in Language Learning, Vol. 1, No. 1, Fall 1975. ED 140 603

Oral English Language Assessment of First Grade Children in Bilingual Bicultural Education: Emphasis on Phonology and Syntax. ED 140 285//

The Role of Semantics in the Application of Psycholinguistics to Language Assessment and Therapy. ED 140 635

Toward Understanding Syntax in Reading Comprehension: Review of Resources. Studies in Language Learning, Vol. 1, No. 1, Fall 1975. ED 140 604

Synthesis

Proceedings of the Conference on Rural Health Services in Nevada (Reno, Nevada, January 17-18, 1974). ED 141 028

System of Interactive Guidance and Information

Applicability of the SIGI Occupational Data Base to NTID's Curriculum Research and Career Counseling Needs. ED 140 016

Systems Analysis

Analysis of Requirements of On-Line Network Cataloging Services for Small, Academic, ED 140 406

- Public, School and Other Libraries: A Demonstration Project using the OCLC System. Final Report.
ED 140 861
- Economie et enseignement a Madagascar. (Economy and Education in Madagascar.) Financement des systemes educatifs: etudes de cas Nationales 8.
ED 140 502
- Institutional Analysis and Planning in Higher Education.
ED 140 693
- Systems Approach**
Institutional Analysis and Planning in Higher Education.
ED 140 693
- Redefining the Systems Space in Education.
ED 141 277
- The University as an Organization: System and Environment. Current Projects. Educational Development: Information on Research and Development in Post-Secondary Education.
ED 140 754
- Systems Building**
Improving Vocational Education Planning: More Myth Than Reality? Final Report.
ED 140 027
- Systems Concepts**
A Model (Based upon Open Systems Organizational Theory) for Continuous Educational Needs Assessment in Continuing Professional Education Programs.
ED 139 995
- Systems Development**
A Computerized Special Collections Inventory System at the Wayne State University Libraries.
ED 140 859
- Index of Military Curriculum Materials Related to Civilian Vocational Programs.
ED 140 095
- Military Curriculum Materials Identification, Selection, and Acquisition Strategies and Procedures.
ED 140 094
- Military Curriculum Materials Utilization in Vocational Education. Final Report.
ED 140 014
- Providing Location Information for Colorado Library Resources.
ED 140 802
- Review of Existing Information Systems and Networks: Applicability to the Design of the SYSTEM. (A Staff Working Paper.)
ED 140 092
- SESA Productivity Measurement System. Measuring the Productivity of the State Employment Service Agencies. Final Report.
ED 139 925
- A System to Provide Military Curriculum Materials to Civilian Vocational and Technical Educators.
ED 140 096
- Utilization of Military-Developed Curriculum Materials in Civilian Vocational Programs: A School Survey.
ED 140 093
- Tables (Data)**
Approaches to Semestering. Secondary School Organization: Some Current Alternatives.
ED 140 399//
- The Availability of Media in Library Schools.
ED 140 833
- Emergency School Aid Act, Basic Project 1975-76. Research and Evaluation Report, V. 10 n. 11, March 1977.
ED 141 459
- Revenues and Expenditures for Public Elementary and Secondary Education, 1974-75.
ED 140 402
- Salary Report #1. Principals and Assistant Principals. Administrative Information Report.
ED 140 403
- Salary Report #2. Principals and Assistant Principals. Administrative Information Report.
ED 140 382
- Sick Leave Gratuities and Resultant Liabilities.
ED 140 398//
- Using an Induced Course Load Matrix.
ED 140 708
- Voluntary Support of Education 1974-75.
ED 140 450
- Voluntary Support of Education 1975-76.
ED 140 451
- Tahitian**
Tahitian Words for Race and Class. Working Papers of the Language Behavior Research Laboratory, No. 40.
ED 140 680
- Talented Students**
On Being Gifted: Student Perspectives.
ED 140 559
- Creativity and the Gifted/Talented Child.
ED 140 599
- Nearly... Everything You've Always Wanted to Know About the Gifted and Talented.
ED 140 553
- Talent Identification**
Project SEARCH: Phase II Evaluation, 1975-1976.
ED 140 560
- Tales**
Kanien'Keha' Okara'Shon'A. Mohawk Stories.
ED 140 669
- Tanzania**
The Place of Evaluation in the Tanzanian System of Education. IIEP Seminar Paper 6.
ED 141 374
- Task Analysis**
Pennsylvania Competency-Based Teacher Education. Competencies: Industrial Arts Education.
ED 140 071
- A Study of Custodial Services Required by Schools in Athabasca County.
ED 140 471
- Task Performance**
Movement Precision and Amplitude as Separate Factors in the Control of Movement.
ED 141 326
- Physician Assistants: An Empirical Analysis of Their General Characteristics, Job Performance, and Job Satisfaction.
ED 140 078
- QAM: A Competency Based Need Assessment Methodology and Computer Program.
ED 140 808
- The Relationship of Task Characteristics to Attitudes, Absenteeism, Stress and Performance Among College Students.
ED 140 181
- Transfer of Decision Making and Farm Tasks from Father to Son in Father-and-Son Farming Arrangements. RS-51, August 1976.
ED 141 023
- Tax Allocation**
Studies in Income Distribution. Estimation of Social Security Taxes on the March Current Population Survey, No. 4.
ED 140 057
- Tax Effort**
Studies in Income Distribution. Projection of March Current Population Survey: Population Earnings, and Property Income, March 1972 to March 1976. No. 1.
ED 140 056
- Tax Rates**
Studies in Income Distribution. Internal Rates of Return to Retired Worker-Only Beneficiaries under Social Security, 1967-70. No. 5.
ED 140 058
- Tax Support**
Financing Community Services Instruction.
ED 140 882
- Sovereignty: The Navajo Nation and Taxation.
ED 141 019
- Teacher Administrator Relationship**
Career Education. Administrators and Counselors Implementation Model. Module V-Implementation. (5.1) Supervision of Teaching.
ED 140 047
- The Educational Development Officer-A New Staff Development Concept in the Community College and Technical Institute.
ED 140 017
- "Loose Coupling" and the School Administrator: Some Recent Research Findings.
ED 140 436
- In the Shadow: Reflections of a State College President.
ED 140 740//
- Teacher Aides**
SCRAPS: A Mini-Course for Volunteers in Handwriting (Grades 1-3).
ED 141 362
- Teacher Associations**
Directory of Bargaining Agents and Contracts in Higher Education. April 1, 1977.
ED 140 698
- From Procession to Profession: An Historical Case Study in the Governance of Teacher Education.
ED 141 307
- Teacher Attitudes**
A Comparative Study of Faculty and Student Attitudes Toward a Variety of College Grading Purposes and Practices.
ED 141 381
- Construction of a Bilingual Attitude Rating Scale.
ED 140 633
- Educational Perspectives: A Survey of 10,000 Ontario Students, Teachers, and Parents.
ED 141 401//
- Effecting Bidialectal Shift in Speakers on Non-standard English through a Sequenced Curriculum.
ED 140 311//
- Elementary Magnet Plan Evaluation, 1975-76.
ED 140 496
- General Report of the Alberta School Discipline Study, 1975-76.
ED 140 454
- Open School Evaluation System.
ED 140 448//
- Rachel's Radical Gospel: A Marxist Critique.
ED 141 314
- The Relationship between Dramatic Play and Self-Concept in Middle Class Kindergarten Children.
ED 140 289//
- Relationships among Teacher and Pupil Self-Concept and Pupil Reading Achievement at the First Grade Level.
ED 140 229//
- A Study of Needs for Further Learning as Seen by Teachers of Secondary School Mathematics.
ED 141 353
- Teacher Attitudes Towards Compensatory Education Programs in the Dallas Independent School District.
ED 141 446
- Teacher Perceptions of and Reactions to Field Based Programs in Early Childhood, Elementary, and Middle School Education at the University of Georgia, 1973-74.
ED 141 305
- Teachers and Collective Bargaining.
ED 140 411
- The Way It's Working: An Evaluation of the Boston Career Exploration Project.
ED 140 083
- What Johnny Can't Write: A University View of Freshman Writing Ability.
ED 140 339
- Teacher Behavior**
How Is IGE Doing in the Elementary Schools? A Three-Year Survey of IGE Principals.
ED 140 426
- A Longitudinal Investigation of Individual Implementation of Educational Innovations.
ED 140 507
- Microteaching Skills in Science Checklist: An Observational Instrument to be Used for Evaluation and Description of Science Teaching in the Elementary School.
ED 141 092
- Mother, I Can Do It Myself! A Humanistic View of Assessment and CBTE.
ED 141 342
- An Observation Protocol for Early Childhood Settings.
ED 140 952
- Observations of Teacher Behavior: A Problem of Two Random Effects.
ED 141 388
- Reasonable Cause for Dismissal of Teachers.
ED 140 455
- Relationships Between Selected Teacher Behaviors and Attitudes/Achievements of Algebra Classes.
ED 141 118
- Sex-Typed Attitudes, Sex-Typed Contingency Behaviors, and Personality Traits of Male Caregivers.
ED 140 948

338 Subject Index

Summary of the Early Childhood Services Task Force on Teacher Competence.

ED 141 294

Teacher Centers

Evaluation and Audit of Career and Vocational Teacher Education Centers. Final Report. 1972-1973 School Year.

ED 140 081

Graduate Credit Contract Course as a Flexible Model for Inservice Design.

ED 141 309

Harrison County Teacher Education Center Needs Assessment Survey: A Second Look.

ED 141 310

Idea Book for Supervisors of Student Teachers.

ED 141 318

Implementing the School Based Teacher Educator Program in Teacher Centers.

ED 141 293

Teacher Certificates

Amendments to Regulations of the Commissioner of Education Pursuant to Section 207 of the Education Law. Part 80: Teachers Certificates.

ED 141 357

New Jersey Regulations and Standards for Certification. 22nd Edition.

ED 141 323

Procedures and Standards for Maryland State Department of Education Evaluation of Planned Programs of Inservice Experiences Developed and Implemented by Local Agencies Leading to the Advanced Professional Certificate.

ED 141 366

Teacher Education, Certification and Assignment Handbook.

ED 141 304

Teacher Certification

Amendments to Regulations of the Commissioner of Education Pursuant to Section 207 of the Education Law. Part 80: Teachers Certificates.

ED 141 357

[An Act Concerning Teacher Certification for the State of Colorado; Senate Bill No. 43.]

ED 141 330

The Junior Kindergarten Study.

ED 140 938//

Legal Issues in Teacher Preparation and Certification.

ED 141 265

New Jersey Regulations and Standards for Certification. 22nd Edition.

ED 141 323

From Procession to Profession: An Historical Case Study in the Governance of Teacher Education.

ED 141 307

Regulations for Teacher Certification. Bulletin 130, 1975 Revision.

ED 141 320

Rules for Teacher Education and Certification.

ED 141 351

Rules for the Administration of the Teacher Certification Act of 1975.

ED 141 329

Teacher Education, Certification and Assignment Handbook.

ED 141 304

Teacher Corps

Limitations of a Standard Perspective on Program Evaluation: The Example of Ten Years of Teacher Corps Evaluations.

ED 141 387

Teacher Developed Materials

Games and Language Activities in the Italian High School Classroom.

ED 140 654

"Model" Units for the Gifted. [A Compilation of Units for Gifted Students Based on Four Theoretical Models.]

ED 140 601

Teacher Dismissal

Academic Tenure in American Higher Education.

ED 140 737//

Reasonable Cause for Dismissal of Teachers.

ED 140 455

Teacher Education

1976 Follow-up of 1970-76 College of Education Graduates. University of Maine, Orono.

ED 141 306

Cognitive Remediation of Blind Students. A Teacher Training Program: Developing and Implementing Process-Oriented Teaching Strategies.

ED 140 586

College Frosh in Preservice Reading Teaching: Using Programed Tutoring with Slow-Learning Pupils.

ED 140 252

Consumer Protection for Educators.

ED 141 312

Conversational Spanish Curriculum for Teachers of Migrant Children.

ED 141 003

Crossroads '76. Addresses and Proceedings of the National and International Annual Conference of the American Arts Association (38th, 5th, Des Moines, Iowa, April 19-23, 1976).

ED 140 011

Deriving Instructional Objectives for Teacher Corps Training Programs.

ED 140 810

Educating Teachers for the 1980's: Toward a New School.

ED 141 356

Effecting Bidialectal Shift in Speakers on Non-standard English through a Sequenced Curriculum.

ED 140 311//

English Language Teaching Profile: Morocco.

ED 140 649

Focus: Secondary Speech Education.

ED 140 379

Handbook for Teachers. Science Education Programme for Africa.

ED 141 074

Laboratory Manual in Adapted Physical Education and Recreation.

ED 141 285//

Legal Issues in Teacher Preparation and Certification.

ED 141 265

Limitations of a Standard Perspective on Program Evaluation: The Example of Ten Years of Teacher Corps Evaluations.

ED 141 387

Logical Operations Instruction in the Preschool. Parts I and 2.

ED 140 930

Montana English Teacher Preparation and Needs, 1973 State-Wide Survey. Interim Report.

ED 140 299

Performance by Prospective Teachers with Different Preparation in Diagnosis of Oral Reading by a Linguistically Different Student.

ED 140 250

Physical Education for Children: A Focus on the Teaching Process.

ED 141 284//

The Preparation and Occupational Pursuits of Elementary, Secondary and Ungraded Teachers 1974-75.

ED 141 349

Procedures and Standards for Maryland State Department of Education Evaluation of Planned Programs of Inservice Experiences Developed and Implemented by Local Agencies Leading to the Advanced Professional Certificate.

ED 141 366

Program Approval Standards and Procedures. Field Trial Edition.

ED 141 322

Regulations for Teacher Certification. Bulletin 130, 1975 Revision.

ED 141 320

The Relationship of Inservice Education to Program Improvement Within the Portland Consortium Training Complex.

ED 141 354

A Review and Evaluation of the CBTE Program at South Carolina State University.

ED 141 278

Rules for Teacher Education and Certification.

ED 141 351

Simulation of an Infant Daycare Setting: Implementation and Evaluation.

ED 140 937

Specifying Instructional Objectives: A Learning Package.

ED 141 271

Standards for Teacher Education Programs.

ED 141 350

Teacher Self-Help Project, 1975-76 School Year.

ED 141 489

What Is to be Done in Teacher Education? ['. Every Communist Working in the Mass Movements Should be a Friend of the Masses and Not a Boss Over Them, an Indefatigable Teacher and Not a Bureaucratic Politician' (Mao, 1938)].

ED 141 315

Teacher Educator Education

Implementing the School Based Teacher Educator Program in Teacher Centers.

ED 141 293

Objectives, Indicators of Attainment, and Assessment Criteria for Twenty School Based Teacher Educator Competencies.

ED 141 291

From Procession to Profession: An Historical Case Study in the Governance of Teacher Education.

ED 141 307

Resources for School Based Teacher Educators

ED 141 290

Self-Assessment Instrument for Twenty School Based Teacher Educator Competencies.

ED 141 292

What Is to be Done in Teacher Education? ['. Every Communist Working in the Mass Movements Should be a Friend of the Masses and Not a Boss Over Them, an Indefatigable Teacher and Not a Bureaucratic Politician' (Mao, 1938)].

ED 141 315

You Can Go Home Again: A College Methods Teacher Returns to the Secondary Classroom.

ED 140 328

Teacher Educators

Idea Book for Supervisors of Student Teachers.

ED 141 318

Teacher Employment

The Preparation and Occupational Pursuits of Elementary, Secondary and Ungraded Teachers 1974-75.

ED 141 349

Statutory Requirements of Teacher Contract Laws: A Comparison of the 50 States' Continuing Contract and Teacher Tenure Laws.

ED 140 384

Teachers and Collective Bargaining.

ED 140 411

Teacher Evaluation

Mother, I Can Do It Myself! A Humanistic View of Assessment and CBTE.

ED 141 342

A Summary of the Recent Literature on the Evaluation of Principals, Teachers, and Students. Occasional Paper No. 18.

ED 141 407

Teacher Self-Help Project, 1975-76 School Year.

ED 141 489

Teacher Guidance

The Advisor: Supportive Assistance for Effective Changes in Education.

ED 141 345

Teacher Improvement

A Bicentennial Horizons Project: The "Mini"-Sabbatical Concept.

ED 141 327

Faculty Development Practices in U.S. Colleges and Universities.

ED 141 382

New Perspectives for the System of Higher Education.

ED 140 730

Provisions for Inservice Education of Higher Education Faculty, 1972-73. NEA Research Memo 1976-4.

ED 140 724

Student Relations to Instruction. Memo to the Faculty Number 58.

ED 140 767

Teacher Influence

Determinants of Curriculum Change and Stability, 1870-1970.

ED 141 224

An Ethnographic Analysis of the Language Use Patterns of Bilingually Schooled Children. Working Papers on Bilingualism, No. 13.

ED 140 664

Teacher Militancy

Education and Collective Bargaining. Readings in Policy and Research.

ED 140 421//

Teacher Motivation

- A Collective Bargaining Research Agenda: Hypotheses and Methods. ED 140 413

Teacher Participation

- Helping Teacher Accountability Through Curriculum Planning. Two Snapshots and One Case Study. ED 140 419

- Team Reconnaissance: A Process for Involving Teachers in the Preplanning of Experiential Education Projects. ED 141 021

Teacher Placement

- A Theoretical Approach for Internal Allocation of Academic Personnel Resources. ED 140 691

Teacher Qualifications

- The Junior Kindergarten Study. ED 140 938//

Teacher Response

- Professional Development and Course Improvement Through the Use of the Instructional Audit. ED 141 368

Teacher Responsibility

- What the Teacher Should Know About Diabetes. ED 141 324

Teacher Role

- Behavior Disorders: Some Suggestions for the Classroom Teacher. ED 140 566

- A Collective Bargaining Research Agenda: Hypotheses and Methods. ED 140 413

- Effect of a Combined Celeration - Error Analysis: Procedure on Oral Reading Performance. ED 140 570

- An SI Canada: Reality and Challenge at Commitment Plus Seven. ED 141 125

- Special Education Delivery Alternatives: Changes Over Time in Teacher Ratings, Self-Image, Perceived Classroom Climate and Academic Achievement Among Handicapped and Nonhandicapped Children. Revised. ED 140 565

- Teaching Methods for the Development of Creativity in Medical Illustration. ED 139 926

- Toward Challenging Peaks: Education Personnel for Alternative Futures. ED 141 311

Teachers

- Librarian/Educator Interdependence. ED 140 857//

- The Preparation of Human Service Professionals. ED 140 746//

- Status of Teachers and Principals Employed in the Rural Schools of the United States. Bulletin, 1932, No. 3. ED 141 053

Teacher Salaries

- Compensation for Overload and Extra Contractual Services. Collective Bargaining Perspectives Volume 2, Number 5. ED 140 711

- Summary of Salaries Paid in Higher Education, 1975-76. NEA Research Memo 1977-1. ED 140 718

- Summary Report, 1974-75 Unit Expenditures Study. ED 140 879

- The University Supervisor: What Place in Academe? Student Teacher Supervisor Questionnaire. ED 141 321

Teachers Colleges

- Standards for Teacher Education Programs. ED 141 350

Teacher Strikes

- Education and Collective Bargaining. Readings in Policy and Research. ED 140 421//

Teacher Supervision

- Career Education. Administrators and Counselors Implementation Model. Module V-Implementation. (5.1) Supervision of Teaching. ED 140 047

Teacher Workshops

- Multilingual Education. ED 140 638

- Simulation of an Infant Daycare Setting: Implementation and Evaluation. ED 140 937

Teaching

- An Analysis of Factors which Led to the Dominance of Scholarship as Compared with Teaching and Outreach Activities in Land Grant Institutions. ED 139 996

- The College Instructor's Guide to Teaching and Academia. ED 140 747//

- Departments and Department Chairs: Organizational and Administrative Influences on Undergraduate Teaching. An Annotated Bibliography. On Teaching Undergraduate Sociology. ED 140 701

- Report on Teaching: Analysis of Some of the Most Notable Improvements in American Undergraduate Teaching. No. 4. ED 140 758

Teaching Assistants

- Bilingual-Bicultural Program at C.S. 77, 1975-76. ED 141 477

- Reading and Language, School Year 1975-1976. ED 141 484

Teaching Experience

- Kinesiology Carnival: A New Teaching Technique. ED 141 269

- Teacher Perceptions of and Reactions to Field Based Programs in Early Childhood, Elementary, and Middle School Education at the University of Georgia, 1973-74. ED 141 305

Teaching Guides

- The 4M comPany: Make Mine Metric Marvels. Third Grade Teacher's Guide. ED 141 102

- The 4M cOmpany: Make Mine Metric Mice. First Grade Teacher's Guide. ED 141 098

- The 4M compaNY: Make Mine Metric Mission! Sixth Grade Teacher's Guide. ED 141 108

- The 4M compAny: Make Mine Metric Mob. Fourth Grade Teacher's Guide. ED 141 104

- The 4M Company: Make Mine Metric Monkeys. Kindergarten Teacher's Guide. ED 141 096

- The 4M coMpany: Make Mine Metric Monsters. Second Grade Teacher's Guide. ED 141 100

- The 4M compaNY: Make Mine Metric Mystery. Fifth Grade Teacher's Guide. ED 141 106

- Activities in Environmental Education. Environmental Studies Program. ED 141 116

- A Comparative Study of Clam and Squid. Biting Flies of the Coastal Region. Diatoms: Nature's Aquatic Gems. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 227, 231, 232. [Project COAST]. ED 141 154

- A Contemporary Course in the Humanities for Community College Students. [Core Curriculum] ED 140 892

- A Contemporary Course in the Humanities for Community College Students. [Optional Sequences] ED 140 893

- Conversational Spanish Curriculum for Teachers of Migrant Children. ED 141 003

- A Course of Study for Guitar I (Music I). ED 141 251

- The Development of Two Workfolders on the Building of Concepts for Trainable Mentally Retarded Children. ED 140 538//

- Earth Science Supplement to the Syllabus, Part 1, Topics 1-4, Special Edition 1970. ED 141 137

- Earth Science Supplement to the Syllabus, Part 2, Topics 5-8, 1970 Edition. 1974 Reprint. ED 141 137

- Economic and Political Exploitation of Marine Resources. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 235. [Project COAST]. ED 141 138

- An Educational Guide for Planning an Improved Human Environment. ED 141 157

- Energy for 1970-1990. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 315. [Project COAST]. ED 141 081

- Energy in the Classroom, Vol. I, Activities Guide for K-3. ED 141 163

- Energy in the Classroom, Vol. II, Activities Guide for 4-7. ED 141 065//

- Energy in the Classroom, Vol. III, Activities Guide for 8-12. ED 141 066//

- A Handbook for Teachers of Three, Four, and Five Year Old Migrant Children. ED 141 067//

- Handbook for Teachers. Science Education Programme for Africa. ED 141 001

- Home Economics. Sample Test Items. Levels I and II. ED 141 074

- Individually Prescribed Program of Instruction for Pupils Who Are Orthopedically Handicapped. ED 140 066

- Laboratory Mathematics. Booklet I - Teacher's Management Guide. ED 140 558

- Language Arts Activities to Supplement COAST Learning Experiences. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 5. [Project COAST]. ED 141 167

- Mathematics 7-8 Handbook, 1976 Reprint. ED 141 140

- The Moon, the Sun, and Tides. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 214. [Project COAST]. ED 141 115

- The Muskrat. The Not-So-Common Oyster. The Horseshoe Crab. The Blue Crab. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 108, 109, 111, 201. [Project COAST]. ED 141 148

- Observing Starfish-The Water Vascular System. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 224. [Project COAST]. ED 141 143

- The Ocean: Source of Nutrition for the Future. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 305. [Project COAST]. ED 141 152

- The "RA" Expeditions: The Archaeological and Anthropological Background. The "RA" Expeditions: The Coriolis Effect. The "RA" Expeditions: The Papyrus Reed. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 211, 212, 213. [Project COAST]. ED 141 159

- Salinity Changes in a Tidal River. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 308. [Project COAST]. ED 141 147

- Sea Floor Spreading. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 302. [Project COAST]. ED 141 161

- Ships and Seaways. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 105. [Project COAST]. ED 141 156

- Ships Through the Ages. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 110. [Project COAST]. ED 141 142

- Simulation Game: Superport. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 311. [Project COAST]. ED 141 144

- Thermal Pollution by Nuclear Power Plants. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 320. [Project COAST]. ED 141 162

- Using the Mini-Calculator to Teach Mathematics. ED 141 165

- Utilization of Estuarine Organisms by the Indians. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 210. [Project COAST]. ED 141 126
- Valuing Exercises for the Environmental Education Classroom. ED 141 146
- The Vegetable Bowl. Teacher's Guide. ED 141 094
- Water for Fun. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 104. [Project COAST]. ED 141 133
- What Is Physical Oceanography? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 217. [Project COAST]. ED 141 141
- Where Have All the Menhaden Gone? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 209. [Project COAST]. ED 141 149
- Teaching Load**
- Compensation for Overload and Extra Contractual Services. Collective Bargaining Perspectives Volume 2, Number 5. ED 140 711
- Teaching Methods**
- Autonomous Work by Pupils. ED 141 358
- Cognitive Development and Instructional Theory. ED 140 989
- The College Instructor's Guide to Teaching and Academia. ED 140 747//
- Competency Area: Instructional Strategies. ED 141 355
- Composing for the Left Hand: Writing Activities for the Intermediate Grades. ED 140 344
- Composition in the Open-Door College. ED 140 888
- Curriculum Aid to Indian Studies. Thornlea Secondary School, Thornhill, Ontario. ED 141 031
- The Effectiveness of Four Methods of Presentation upon the Recall of Factual Information of Expository Material by Fifth Graders. ED 140 310//
- The Effect of a Language Versus a Dialogue Emphasis in Beginning Spanish Instruction and a Comparison of Structured Versus Unstructured Follow-Up. Final Report. ED 140 612
- The Effects of Practice-Item Variety, Practice Strategy and Training Mode on Performance in a Rule-Finding Task. ED 140 350
- The Effects of Reverse Instructional Sequencing and Elicited Verbalization on Learning a Problem Solving Algorithm. ED 141 961
- The Effects of Straight Running as a Preliminary Maneuver on the Wedge and Wedge Turn. ED 141 341
- The Effects of the Lozanov Method for Teaching Word Meaning to Fifth and Sixth Graders. ED 140 291//
- The English Teacher: Basic Traditions and Successful Innovations. ED 140 297//
- The Impact of Semestering on Selected Secondary Schools in Ontario. Semestering in Secondary Schools. ED 140 488//
- Individual Conferences Versus Typed Comments Without Conferences on Graded Freshman English Composition Papers: The El Camino Experiment and the Compton Experiment. ED 140 910
- Inquiry in Development: Efficiency and Effectiveness of Algorithmic Representations in a Laboratory Situation. ED 140 789
- An Introduction to Skills for Ethical Action. ED 141 253
- Language Training for Trainable Mentally Retarded Children: ITPA, Peabody, and Distar Techniques. ED 140 527
- Listening Fluency Before Speaking: An Alternative Paradigm. ED 140 651
- LORS. Learning Oriented Reality Structure...Or How to Keep Your Sanity and Have Fun Besides in All Those Crazy Meetings! ED 140 104
- Management Techniques for Elementary Level Interest Centers. ED 140 492
- The New Physical Education for Elementary School Children. ED 141 282//
- Observational Techniques for Use by Special Educators in Assessing Students with Learning Disabilities. ED 140 590
- Personalizing Professional Development: An Overview of Five Instructional Audits. ED 141 367
- Physical Education for Children: A Focus on the Teaching Process. ED 141 284//
- Problems and Potentials of Individualized Instruction for Disadvantaged Students. ED 140 864
- The Role of Semantics in the Application of Psycholinguistics to Language Assessment and Therapy. ED 140 635
- Self-Paced Instruction in Biometry at the University of Texas School of Public Health. ED 140 728
- The Self-Teaching Process in Higher Education. ED 140 735//
- Specifying Instructional Objectives: A Learning Package. ED 141 271
- Strategies for Person-Centered Language Learning. ED 140 674//
- Student Learning Teams and Scores Adjusted for Past Achievement: A Summary of Field Experiments. Report No. 227. ED 141 468
- Student Team Learning Techniques: Narrowing the Achievement Gap Between the Races. Report No. 228. ED 141 469
- Suggestopaedia-Canada. ED 140 673
- A Survey and Comparison of Beginning Reading Instruction Practices in English Versus Spanish for Mexican American Children in First-Grade Classrooms in Texas. ED 140 255//
- Survey of Faculty Awareness and Use of Alternative Teaching Strategies and Media Materials. ED 140 891
- Teaching Sociology: A Bibliography. Second Edition, June 1977. ED 141 255
- The Teen-Age Years: A Time to Declare Independence. ED 140 576
- Why Speak If You Don't Need to? The Case for a Listening Approach to Beginning Foreign Language Learning. ED 140 675
- Teaching Models**
- Models for Individualizing Vocational-Technical Instruction. ED 139 983
- Parent-Generated Home-School Activities. ED 141 360
- Teaching Procedures**
- Let's Teach Reading Better! 20 Suggestions for Lessons on Specific Reading Skills. ED 140 257
- Toward a Generative Model of the Teaching-Learning Process. ED 141 308
- Teaching Skills**
- Deriving Instructional Objectives for Teacher Corps Training Programs. ED 140 810
- Pennsylvania Competency-Based Teacher Education. Competencies: Industrial Arts Education. ED 140 071
- Teaching Styles**
- Parental Teaching Strategies: A Review of Selected Observational Studies. ED 140 934
- Principles of Modern Soccer. ED 141 283//
- Spatial Stages Development in Children and Teacher Classroom Style in Geography. International Research in Geographic Education. ED 141 218
- Teaching Techniques**
- An Attempt at Parent Education Through a Lecture-Discussion Series. ED 140 959
- Basic Interaction: An Experiment in Improving Its Quality and Quantity. ED 140 352
- Classroom Strategies for Secondary Reading. ED 140 266
- Consultation on a Basic Reading Skill: Hookena, 1975-76. ED 140 263
- Desirable Teaching Behaviors--Tasks and Task Planning. ED 141 361
- The Effects of a Mnemonic on Retention of Verbal Information from Meaningful Prose. ED 140 288//
- An Exploratory Investigation of the Relationships of Three Types of Communication Apprehension to Student Attitudes, Levels of Satisfaction, and Achievement. ED 140 361
- Film in Education: This Worked For Me. ED 140 793
- Focus: Secondary Speech Education. ED 140 379
- The Generalization of Skills and Drills vs. Corrective Feedback Instruction to the Independent Reading Performance of Intermediate Aged Learning Disabled Boys. ED 140 218//
- Implementing Energy Education in Florida's High Schools: A Two-Week Credit Institute for Teachers in South Florida. Final Report, Volume I. ED 141 217
- A Manual for Teachers of Reading to Adults. ED 140 034
- Practical Suggestions for Remedial Teachers. ED 140 216
- Reading Improvement Through Marine Environment Exploration, 1975-1976. ED 141 485
- Reading in Virginia, 1977; Volume 5. ED 140 277
- Teaching Methods for the Development of Creativity in Medical Illustration. ED 139 926
- Teaching Strategies for Developing Comprehension Abilities. ED 140 224
- Teaching the Patterns of Life, Unit One: Consumer Education; Language Arts Program for Low Achievers, Grade 7. Revised Edition. ED 140 315
- Television Receivership Skills: The New Social Literacy. ED 140 364
- Toward Competency-Based Reading Systems. ED 140 265
- Values in the English Classroom. ED 140 316
- What to Do If They Fire: The Remedial Reading Teacher? The Special Education Teacher? The Learning Disabilities Teacher? Proceedings of the Annual Spring Reading Conference (11th, Rutgers University, April 1976). ED 140 259
- Team Teaching**
- So You Want to Team Teach in a Junior High School. ED 141 348
- Team Training**
- Computerized Collective Training for Teams. ED 140 854
- Teamwork**
- Student Learning Teams and Scores Adjusted for Past Achievement: A Summary of Field Experiments. Report No. 227. ED 141 468
- Student Team Learning Techniques: Narrowing the Achievement Gap Between the Races. Report No. 228. ED 141 469
- Team Reconnaissance: A Process for Involving Teachers in the Preplanning of Experiential Education Projects. ED 141 021

Technical Assistance

Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Summary. Final Report.

ED 140 394

Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Final Report. Volumes I and II.

ED 140 395

Technical Education

1976 Annual Index to AIM/ARM (Abstracts of Instructional and Research Materials in Vocational and Technical Education). Volume 9, Numbers 1 through 6.

ED 140 018

Modifying Regular Vocational Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1976.

ED 140 541

Technical Illustration

Teaching Methods for the Development of Creativity in Medical Illustration.

ED 139 926

Technical Reports

Foreign and Domestic Accomplishments in Magnetic Bubble Device Technology. Computer Science & Technology.

ED 140 814

An Inventory for Appraising Experimental Research Designed for Introductory Research Methods Classes.

ED 141 384

Technical Writing

Guidebook for the Development of Army Training Literature. Combat Training Techniques.

ED 140 099

Technical Writing: The Real Needs.

ED 140 330

Technological Advancement

No Exit: The Closing of Choice in Education.

ED 141 194

Psychological and Physiological Alternatives in the Control of Human Communicative Behavior.

ED 141 215

The Relationship Between Higher Education and Technological Development: The Canadian Experience.

ED 140 685

Technology

Fossil Energy: Oil.

ED 141 187

The Role of Engineers and Scientists in a National Policy for Technology. Report of the National Science Board.

ED 141 120

Science and Society. LC Science Tracer Bulletin.

ED 141 188

Science and the Challenges Ahead. Report of the National Science Board.

ED 141 121

Television

A Factor Analytic Study of the Credibility of Newspaper and TV News.

ED 140 334//

Presidential Press Conferences.

ED 140 338

Reading and TV: Proceedings of the Spring 1972 Rutgers University Reading Conference.

ED 140 258

Television and Alcohol Consumption and Abuse. Rand Paper Series No. P-5621.

ED 140 163

Television Receivership Skills: The New Social Literacy.

ED 140 364

Young Children's Perception of the Reality of Television in Relation to Conservation and Sex.

ED 140 287//

Television Commercials

Children's Advertising Guidelines.

ED 140 325

Television Repairs

Radio and Television Servicing. Intermediate Course.

ED 139 936

Television Research

Coordination and Identification: A Transactional Approach to the Formative Evaluation of Educational Television Programming.

ED 140 305//

Modeling the Medium: Effects of Formal Properties of Children's Television Programs.

ED 140 950

The Relation of Visual and Verbal Style of Television Presentation to Learning of Prosocial Content.

ED 140 956

Television Receivership Skills: The New Social Literacy.

ED 140 364

Television Viewing and School Grades: A Cross-Lagged Longitudinal Study.

ED 140 973

Temporal Integration and Inferences About Televised Social Behavior.

ED 140 962

Television Viewing

Effects of the First 1976 Presidential Debate on Candidate's Images.

ED 140 366

Modeling the Medium: Effects of Formal Properties of Children's Television Programs.

ED 140 950

Television Receivership Skills: The New Social Literacy.

ED 140 364

Television Viewing and School Grades: A Cross-Lagged Longitudinal Study.

ED 140 973

Temporal Integration

Temporal Integration and Inferences About Televised Social Behavior.

ED 140 962

Temporal Parameters (Speech)

Developmental Aspects of English Segment Duration.

ED 140 634

Tennessee Higher Education Commission

Following Up Graduates: A Measure of Academic Effectiveness.

ED 140 684

Tenure

Academic Tenure in American Higher Education.

ED 140 737//

Factors Influencing Professorial Assessment.

ED 141 398

The University Supervisor: What Place in Academe? Student Teacher Supervisor Questionnaire.

ED 141 321

Test Construction

An Attempt to Classify and Evaluate Distractors in Tests of Listening and Reading Comprehension.

ED 140 645

Bronx Community College: National Project II Associate. Final Report for the Fund for the Improvement of Postsecondary Education.

ED 141 470

Development and Validation of Sex-Balanced Interest Inventory Scales.

ED 141 392

The Development of a Student Observation of Teachers Instrument for Use in High Schools.

ED 141 409

Development of a Test Instrument to Determine Language Dominance of Primary Students: Test of Language Dominance (TOLD).

ED 141 393

Home Economics. Sample Test Items. Levels I and II.

ED 140 066

The Outcomes of Statewide Assessment: Implications for Curriculum Evaluation.

ED 141 394

Students' Evaluations of Instructional Effectiveness: Research and a Survey Instrument.

ED 141 413

Testing

To Determine Whether Videotape Instruction is More Effective for Learning than the Traditional Didactic Approach.

ED 140 831

Group Testing of Listening Comprehension and Oral Proficiency.

ED 140 650

Measuring Educational Progress: A Study of the National Assessment.

ED 140 228//

Testing Problems

The Abuses of Standardized Testing. Fastback Series No. 92.

ED 141 399

Ethnic Minorities and National Standardized Testing.

ED 141 467

Human Diversity, Program Evaluation and Pupil Assessment; And, A Critical Review of Black Consciousness, Identity and Achievement.

ED 141 451

Professional Licensing and Certification: Part I, Current Status and Methodological Problems of Validation. Part II, Analysis of Testing Procedures and Their Implementation for Practice.

ED 141 380

Walking Versus Jogging in Stages III and IV of the Bruce Treadmill Test.

ED 141 302

Testing Programs

State Assessment and Testing Programs: An Annotated ERIC Bibliography. Volume I: General References. Volume II: Individual State Programs.

ED 141 389

Test Interpretation

Differentiating MR and LD Groups by WISC-R Profile Analysis.

ED 140 154

Verbal and Mathematical Ability of High School Juniors in 1974: A Norms Study of PSAT/NMSQT. Research Bulletin RB-76-27.

ED 141 372

Test Items

An Attempt to Classify and Evaluate Distractors in Tests of Listening and Reading Comprehension.

ED 140 645

Differences Between Kuder-Richardson Formula 20 and Formula 21 Reliability Coefficients for Short Tests with Different Item Variabilities.

ED 141 411

Social Studies Skills and National Assessment.

ED 141 237

A Study of the I Don't Know Response in Multiple-Choice Tests. Iowa Testing Programs Occasional Papers, No. 5.

ED 141 371

Test of Language Dominance (TOLD)

Development of a Test Instrument to Determine Language Dominance of Primary Students: Test of Language Dominance (TOLD).

ED 141 393

Test Reliability

Construction of a Bilingual Attitude Rating Scale.

ED 140 633

Development and Validation of Sex-Balanced Interest Inventory Scales.

ED 141 392

Differences Between Kuder-Richardson Formula 20 and Formula 21 Reliability Coefficients for Short Tests with Different Item Variabilities.

ED 141 411

A Field Test of Black English Tests for Teachers.

ED 141 405

An Inventory for Appraising Experimental Research Designed for Introductory Research Methods Classes.

ED 141 384

Structural Components Revealed by Evaluating the Quality of Elementary School Tests.

ED 141 383

Structural Integrity in Measures of Self Concept.

ED 141 378

Test Results

Achievement and Intelligence: Individualized Instruction Reverses the Trend.

ED 141 379

The Decline of Achievement Test Scores: Evidence, Causes and Consequences.

ED 141 412

342 Subject Index

- Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977. ED 141 249
- Social Studies Highlights Report, 1974-75. Bulletin 1459. ED 141 214
- Test Reviews**
Differentiating MR and LD Groups by WISC-R Profile Analysis. ED 140 154
- Test Score Decline**
Achievement and Intelligence: Individualized Instruction Reverses the Trend. ED 141 379
The Decline of Achievement Test Scores: Evidence, Causes and Consequences. ED 141 412
- Test Selection**
Structural Components Revealed by Evaluating the Quality of Elementary School Tests. ED 141 383
- Test Validity**
The Abuses of Standardized Testing. Fastback Series No. 92. ED 141 399
Alternatives for Validating Interest Inventories against Group Membership Criteria. ED 141 391
Assessing Reading Comprehension. ED 140 225
Development and Validation of Sex-Balanced Interest Inventory Scales. ED 141 392
The Outcomes of Statewide Assessment: Implications for Curriculum Evaluation. ED 141 394
Professional Licensing and Certification: Part I, Current Status and Methodological Problems of Validation. Part II, Analysis of Testing Procedures and Their Implementation for Practice. ED 141 380
The Relationship of Some Problem Solving Variables to Cognitive Tempo. ED 140 958
The Relationships among Three Measures of Bilingualism and Their Relationship to Achievement Test Scores. ED 140 632
Some Observations on Cloze Tests. Language Centre News, No. 1. ED 140 602
Structural Integrity in Measures of Self Concept. ED 141 378
The Use of Congruence between the Items in a Norm-referenced Test and the Content in Compensatory Education Curricula in the Evaluation of Achievement Gains. ED 141 395
- Texas**
Annual Rural Manpower Services Report. Texas Rural Manpower Services 1976 Annual Report. MA5-79. ED 141 057
To Develop a System for Interfacing the Administration and Implementation of CETA and Vocational Programs at the Local Level. Final Report. ED 140 097
Manufactured Housing--The Modular Home in Texas. ED 140 491
Report on the Parent-Professional Forum: Education Day. ED 140 552
- Texas (Dallas)**
Teacher Attitudes Towards Compensatory Education Programs in the Dallas Independent School District. ED 141 446
- Tex SIS Followup Services**
Course Withdrawal, Data Summary--Fall 1976. Tex-SIS FOLLOW-UP; Postsecondary Student Follow-up Management Information System. Monograph 2. ED 140 905
Student's Educational Intent, Data Summary--Fall 1976. Tex-SIS FOLLOW-UP; Postsecondary Student Follow-up Management Information System. Monograph 1. ED 140 583
- Textbook Bias**
For Sale: Subliminal Bias in Textbooks. ED 140 279
- Textbook Content**
Analysis of Comprehension Practices in a Basal Series at the Intermediate Level. ED 140 222
Communicative Syllabus Design for Written English. ED 140 658
For Sale: Subliminal Bias in Textbooks. ED 140 279
- Textbook Research**
For Sale: Subliminal Bias in Textbooks. ED 140 279
- Textbooks**
A Classification Scheme for Textbook Collections in Teaching Materials Centers. ED 140 813
The English Teacher: Basic Traditions and Successful Innovations. ED 140 297//
Reservation Economic Development. A Course in Small Business. ED 141 015
Spoken Fante for Non-Fante Beginners. ED 140 608
Spoken Twi For Non-Twi Beginners. ED 140 609
- Textbook Selection**
What Every Child Should Know...Social Studies. Course of Study, Criteria for Textbook Selection. ED 141 211
What Every Child Should Know...United States and Arizona History. Course of Study, Criteria for Textbook Selection. ED 141 212
- Theater Arts**
Creating Documentary Theatre as Educational Process. ED 140 373
Going on the Stage: A Report to the Calouste Gulbenkian Foundation on Professional Training for Drama. ED 140 363
Interpreters Theatre: Theatre of the Word. ED 140 365
- Theories**
Learning Disabilities: Theory, Assessment and Remediation. A Bibliography. ED 140 521
Micropolitan Development: Theory and Practice of Greater-Rural Economic Development. ED 141 061//
A Postulated Mechanism That Leads to Materialization and Dematerialization of Matter and to Antigravity. ED 141 090
Society and Experience with Particular Reference to Class and Education. ED 141 313
Theoretical Approaches to the College Environment. ED 140 689
- Therapists**
The Process of Sex-Role Integration in Psychotherapy. Symposium. ED 140 153
- Therapy**
Alternative Approaches to Treating Children and Families Who Exhibit Behavior Problems: Introduction. ED 140 595
APA (American Psychological Association) Task Force on Privacy and Confidentiality. Final Report. ED 140 179
Obesity and Psychoanalysis. ED 140 133
- Third World**
Our World. CEM Topic Folder No. 3. ED 141 206
- Thought Processes**
Cognitive Remediation of Blind Students: Final Report and Demonstration of Educational Techniques. ED 140 579
- Cognitive Remediation of Blind Students: Comparison of Treatment and Nontreatment Groups. ED 140 584
- Composing for the Left Hand: Writing Activities for the Intermediate Grades. ED 140 344
- Interacting Factors of Reading Comprehension in the Classroom. ED 140 264
- Tides**
The Moon, the Sun, and Tides. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 214. [Project COAST]. ED 141 148
- Time**
Movement Precision and Amplitude as Separate Factors in the Control of Movement. ED 141 326
- Time Factors (Learning)**
Computer-Based Adaptive Instructional Strategies for the Improvement of Performance and Reduction of Time. ED 140 782
The Impact of Semestering on Selected Secondary Schools in Ontario. Semestering in Secondary Schools. ED 140 488//
Resource Allocation and Time Utilization in IGE and Non-IGE Schools. Technical Paper No. 410. ED 140 490
- Time Perspective**
Experimental Simulation of "Future Shock" to Explore Time Perspectives Under Different Rates of Change. ED 140 779
- Toys**
Community-Involved Pre-School, Developmental Program. ED 140 574
- Traffic Regulations**
An Operator's Guide to Safe and Enjoyable Bicycling. ED 140 063
- Traffic Safety**
K-9 Traffic Safety Resource Curriculum. Level A. Professional Guide. ED 140 084
K-9 Traffic Safety Resource Curriculum. Level C. Professional Guide. ED 140 085
K-9 Traffic Safety Resource Curriculum. Level B. Professional Guide. ED 140 086
K-9 Traffic Safety Resource Curriculum. Level D. Professional Guide. ED 140 087
An Operator's Guide to Safe and Enjoyable Bicycling. ED 140 063
Tips on Car Care & Safety for Deaf Drivers. ED 140 074
- Trainable Mentally Handicapped**
The Development of Two Workfolders on the Building of Concepts for Trainable Mentally Retarded Children. ED 140 538//
Language Training for Trainable Mentally Retarded Children: ITPA, Peabody, and Distar Techniques. ED 140 527
Program Planning Guidelines: A Review of Research with Implications for the Education and Training of the Severely to Profoundly Mentally Retarded. ED 140 518
The Psychologist As a Change-Agent in Providing In-Service Training to Staff Members Serving School-Aged Severely Retarded. ED 140 571
Vocational and Career Education for the Handicapped: Training the Classroom Teacher. Project T.H.O.R. ED 140 579
- Trainers**
Core Competencies of a Trainer. ED 140 400//

Training

An Assessment of Lesson Review as a Formative Evaluation Tool. ED 140 775

Completion Rates for Education and Training under the Vietnam Era GI Bill. A Study Submitted by the Veterans' Administration to the Committee on Veterans' Affairs, United States Senate. Ninety-Fourth Congress, 2nd Session. Senate Committee Print No. 48. ED 139 917

Management Listens to Its Own Speech. ED 140 369

Personnel in Education and Training: A Survey of the Potential Market for Educational Information Services. ED 140 807

School Psychology 1976: Old Problems and New Opportunities. ED 140 160

Software for Managing the Process of Manpower Training for Economic and Industrial Development. ED 140 845

Training the Trainers to Train for Interlibrary Cooperation and Networking. Final Report. ED 140 801

Vanguards in Training: Jan 1976. ED 140 172

Training Objectives

Core Competencies of a Trainer. ED 140 400//

Objectives, Indicators of Attainment, and Assessment Criteria for Twenty School Based Teacher Educator Competencies. ED 141 291

Short-Term Adult Re-Training for Unemployed/Underemployed Persons (Start-Up). ED 140 170

Training Undergraduates in Organizational Communication. ED 140 371

A Transactional Approach to Competency-Based Training. ED 140 166

Training Techniques

Interpersonal Skill Development: The Experiential Training Unit (ETU) and Transfer of Training. ED 140 360

Principles of Modern Soccer. ED 141 283//

Stress Testing Recovery EMG for Evaluation of Biofeedback and Progressive Muscle Relaxation Training Effects. ED 141 338

Two Methods of Teaching Communication Skills to Graduate Level Students in Counseling and Guidance. ED 140 337//

Transactional Ecological Psychology

A Transactional Approach to Competency-Based Training. ED 140 166

Transfer of Training

Continuation of the Dissemination/Implementation of Individually Guided Education 1974-1975. Technical Report No. 402. ED 140 847

The Effects of Practice-Item Variety, Practice Strategy and Training Mode on Performance in a Rule-Finding Task. ED 140 350

The Effects of Responsive Stimulation in Early Infancy. ED 140 951

The Effects of Straight Running as a Preliminary Maneuver on the Wedge and Wedge Turn. ED 141 341

Interpersonal Skill Development: The Experiential Training Unit (ETU) and Transfer of Training. ED 140 360

Programming Generalization Through Stimulus Fading in Remedial and Special Education Settings. ED 140 567

Some Factors Influencing Transfer of Simulator Training. ED 139 984

Transfer Policy

Constructive Partnership: A University Perspective. The Report from the Special Committee on the Interface Study. ED 140 715

Guidelines for Transfer. Recommendations of the Joint Committee on College Transfer Students. ED 140 722

Transfer Students

College Transfer Students: Who Are They? What Happens to Them? What Are Their Unique Needs? ED 140 884

JCCC Graduate Trends 1971-1976 (Characteristics and Impressions). ED 140 886

Montgomery College Student Follow-up Study: First-Time Students, Fall 1972. ED 140 921

A Statewide Follow-up Study of Fall 1973 Transfer Students from Illinois Public Community Colleges (Phase III Progress Report). Volume II, Number 11. ED 140 894

Transformations (Language)

Field Dependence-Independence and Performance with the Passive Transformation. ED 140 985

Transportation

American Industries. Junior Hi. Pre-Vocational. Power and Transportation. ED 139 967

The Education of Adolescents in Remote Areas of Ontario. ED 141 005//

Ships Through the Ages. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 110. (Project COAST). ED 141 144

Travel

Assessing High School Vocational Students' Attitudes Toward Travel Away from Their Home Schools. Final Report. ED 140 079

Trend Analysis

New Labor Force Projections to 1990. Special Labor Force Report 197. ED 140 020

Residential and Racial Trends for the School-Age Population and Public School Teachers in Louisiana. Bulletin Number 697. ED 141 317

Voter Behavior and Campaign Strategies in School Finance Elections. Research Brief. ED 140 383//

Tribes

Hard Choices: Development of Non-Energy Non-Replenishable Resources. AIO Report No. 10. ED 141 027

Sovereignty: The Navajo Nation and Taxation. ED 141 019

Tribal Law and Development Policies. ED 141 012

Trigonometry

Was Pythagoras Chinese? An Examination of Right Triangle Theory in Ancient China. The Pennsylvania State University Studies No. 40. ED 141 128//

Trimester Schedules

The Impact of Semestering on Selected Secondary Schools in Ontario. Semestering in Secondary Schools. ED 140 488//

Turkey

Competencies of the Educational Administrator: A Study of the Competencies of the Principals of Normal Schools in Turkey. ED 140 461

Tutorial Programs

Accountability in Tutorial Programs. ED 140 214

Cross-Age Tutoring in Elementary Basic Math. ED 141 110

Peer Tutoring - Introduction and Historical Perspective. ED 140 593

Tutoring

The Flow Tutor: Schemas for Tutoring. Technical Report No. 7702. ED 140 821

Peer Tutorial Models. ED 140 592

A Training Model for Peer Tutoring with Mentally Retarded Individuals. ED 140 575

Tutors

Peer Tutoring - Introduction and Historical Perspective. ED 140 593

Teacher Training and Tutorial Program in Reading: Evaluation Period, School Year 1975-1976. ED 141 490

Two

Spoken Two For Non-Two Beginners. ED 140 609

Typology

The Culpable Victim in Mendelsohn's Typology. ED 140 138

Undergraduate Students

Physical Education in a Changing Society. ED 141 281//

Undergraduate Study

Departments and Department Chairs: Organizational and Administrative Influences on Undergraduate Teaching. An Annotated Bibliography. On Teaching Undergraduate Sociology. ED 140 701

To Determine Whether Videotape Instruction is More Effective for Learning than the Traditional Didactic Approach. ED 140 831

Human Values in Medical Education. Annual Oration of the Society for Health and Human Values. ED 141 184

Ontario Council on University Affairs. Third Annual Report. March 1, 1976 to February 28, 1977. ED 140 686

Unemployed

A Study of Recipients of Federal Supplemental Benefits and Special Unemployment Assistance. Final Report. ED 139 923

Youth Unemployment; Hearing before the Joint Economic Committee, Congress of the United States, Ninety-Fourth Congress, Second Session. ED 139 913

Unemployment

Short-Term Adult Re-Training for Unemployed/Underemployed Persons (Start-Up). ED 140 170

Youth Unemployment; Hearing before the Joint Economic Committee, Congress of the United States, Ninety-Fourth Congress, Second Session. ED 139 913

Youth Unemployment: The Need for a Comprehensive Approach. ED 139 912

Unemployment Insurance

Florida Agricultural Labor and Unemployment Insurance. Bulletin 767, January 1975. ED 141 038

Migration and the Cost of Unemployment Insurance Protection for Agricultural Workers. Bulletin 760(Technical); NE-58 Research Bulletin, October 1973. ED 141 037

Studies in Income Distribution. Internal Rates of Return to Retired Worker-Only Beneficiaries under Social Security, 1967-70. No. 5. ED 140 058

A Study of Recipients of Federal Supplemental Benefits and Special Unemployment Assistance. Final Report. ED 139 923

UNESCO

World Trends in Environmental Education. Educational Documentation and Information: Bulletin of the International Bureau of Education, No. 200, 3rd Quarter 1976. ED 141 179

344 Subject Index

Uniformed Services University of Health Sciences

- Hearings on the Need for Continuation of the Uniformed Services University of the Health Sciences before the Investigations Subcommittee of the Committee on Armed Services, House of Representatives, Ninety-Fifth Congress, First Session.
ED 140 763

Unions

- Collective Bargaining: Impact on Governance.
ED 140 772
- Collective Bargaining: The Faculty Viewpoint; and What Collective Bargaining Means to University Administrators. IRTHE Volume 6, Number 1.
ED 140 707
- Final Report of the Research Project on: Students and Collective Bargaining.
ED 140 741//
- Governance in Institutions with Faculty Unions: Six Case Studies.
ED 140 764
- Handbook of Faculty Bargaining. Asserting Administrative Leadership for Institutional Progress by Preparing for Bargaining, Negotiating and Administering Contracts, and Improving the Bargaining Process.
ED 140 732//

Unisex ACT Interest Inventory

- Development and Validation of Sex-Balanced Interest Inventory Scales.
ED 141 392

Unit Costs

- Summary Report, 1974-75 Unit Expenditures Study.
ED 140 879

United Kingdom

- Vocational Training. Information Bulletin. Supplement. United Kingdom.
ED 139 987

United Nations

- Feeding the Preschool Child: Documents Issued by PAG Ad Hoc Working Group Meetings (1969-1975).
ED 140 968
- Internal Migration. UNITAR News, Vol. 8, 1976.
ED 141 176

United States

- An Analysis of Factors which Led to the Dominance of Scholarship as Compared with Teaching and Outreach Activities in Land Grant Institutions.
ED 139 996

United States (North)

- Racial Stratification and Socioeconomic Change in the American North and South. Discussion Paper #377-76.
ED 141 454

United States (South)

- Racial Stratification and Socioeconomic Change in the American North and South. Discussion Paper #377-76.
ED 141 454

United States (Southwest)

- Academic Library Instruction in the Southwest.
ED 140 778

United States History

- The Ethnic Factor in the Future of Inequality.
ED 141 234
- Materials for Using American Issues Forum in the American History Classroom. Topic VI: The Business of America.
ED 141 219
- A Point of Pride: The University of Portland Story.
ED 140 748//
- The Revolutionary College. American Presbyterian Higher Education 1707-1837.
ED 140 734//
- What Every Child Should Know...United States and Arizona History. Course of Study, Criteria for Textbook Selection.
ED 141 212
- Working in America, Part III. Materials for Using American Issues Forum in the American History Classroom, Topic V.
ED 141 222

- Working in America, Part II. Materials for Using American Issues Forum in the American History Classroom, Topic V.
ED 141 221

- Working in America, Part I. Materials for Using American Issues Forum in the American History Classroom, Topic V.
ED 141 220

Unit Plan

- Poder es Saber. Workshop: Developing a Bilingual Curriculum (New Mexico Highlands University, Las Vegas, New Mexico, June 1977).
ED 141 018

Units of Study

- Air and Life: A Learning Experience for Coastal and Oceanic Awareness Studies, No. 223. [Project COAST].
ED 141 151
- A Course of Study for Guitar I (Music I).
ED 141 251
- Indian Culture Program. Poplar River School No. 050, Neginan, P.O.
ED 141 032
- Laboratory Mathematics. Booklet 8 - Math Lab Activities.
ED 141 174
- Laboratory Mathematics. Curriculum Booklet II - Whole Numbers.
ED 141 168
- Laboratory Mathematics. Curriculum Booklet III - Fractions.
ED 141 169
- Laboratory Mathematics. Curriculum Booklet IV - Decimals.
ED 141 170
- Laboratory Mathematics. Curriculum Booklet V - Percent.
ED 141 171
- Laboratory Mathematics. Curriculum Booklet 6 - Number Theory.
ED 141 172
- Marine and Environmental Studies Field Manual.
ED 141 175
- Marshes: Nature's Bounty. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 230. [Project COAST].
ED 141 155
- A Multivariate Analysis of Student Grades in 138 Graduate Courses. Report Number 77-9.
ED 140 731
- Safety and You on the Job.
ED 140 103
- Salinity Changes in a Tidal River. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 308. [Project COAST].
ED 141 161
- A Teacher's Guide to Metrics. A Series of In-Service Booklets Designed for Adult Educators.
ED 139 904

Universities

- Academic Departments: Problems, Variations, and Alternatives.
ED 140 751//
- Collegiate Enrollments in the U.S., 1976-77. Statistics, Interpretation, and Trends in 4-Year and Related Institutions.
ED 140 697
- Development Planning in Southeast Asia: Role of the University.
ED 140 681
- Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975.
ED 141 127
- Higher Education and Social Change. Promising Experiments in Developing Countries. Volume 2: Case Studies.
ED 140 744//
- High School Context, College Quality, and Educational Attainment: Institutional Constraints in Educational Stratification. Johns Hopkins University Center for Social Organization of Schools Report No. 214.
ED 140 169
- Manpower Resources for Scientific Activities at Universities and Colleges, January 1976.
ED 141 180
- Obstacles to Innovation Within the University Organization. Current Project. R & D for Higher Education.
ED 140 756
- A Point of Pride: The University of Portland Story.
ED 140 748//

- Power and Authority in British Universities.
ED 140 742//

- University Affiliated Facilities Concerned with Mental Retardation and Other Developmental and Learning Disabilities.
ED 140 549

University Administration

- In the Shadow: Reflections of a State College President.
ED 140 740//

University Affiliated Facilities

- University Affiliated Facilities Concerned with Mental Retardation and Other Developmental and Learning Disabilities.
ED 140 549

University Libraries

- Analysis of Requirements of On-Line Network Cataloging Services for Small, Academic, Public, School and Other Libraries: A Demonstration Project using the OCLC System. Final Report.
ED 140 861
- An Analysis of the Bases Used By Library Evaluators in the Accrediting Process of the Southern Association of Colleges and Schools.
ED 140 800
- Analysis of the Data From a Technical Processing Cost Study.
ED 140 795
- Annual Report of the General Library for the Period 1972-1976 University of California, Berkeley.
ED 140 868
- College Library Program. A Proposal.
ED 140 822
- A Computerized Special Collections Inventory System at the Wayne State University Libraries.
ED 140 859

University of Calgary

- Competency-Based Education for Social Work: Education and Curriculum Issues.
ED 140 706

University of Hawaii

- Citation Survey of Education Literature.
ED 140 832

University of Kentucky

- College Library Program. A Proposal.
ED 140 822

University of Maine

- 1976 Follow-up of 1970-76 College of Education Graduates. University of Maine, Orono.
ED 141 306

University of Massachusetts

- Improving Supervisors' Interpersonal Communication.
ED 141 319

University of Montana

- Competency-Based Education for Social Work: Education and Curriculum Issues.
ED 140 706

University of Portland

- A Point of Pride: The University of Portland Story.
ED 140 748//

University of Washington

- Time to Advanced Degree: A Profile of Recent Advanced Degree Recipients.
ED 140 762

Unskilled Workers

- The Relationships among Anomia, Attitude toward Adult Education, and Nonparticipation in Formal Adult Education Activities.
ED 139 999
- Short-Term Adult Re-Training for Unemployed/Underemployed Persons (Start-Up).
ED 140 170

Unwed Mothers

- Is Unwanted Pregnancy Motivated?
ED 140 142

Urban Areas

- Analysis of Adult Learning Experiences in Rural Settings.
ED 140 008
- Political Innovation and Institution-Building: The Experience of Decentralization Experiments.
ED 141 443

- Vocational Education Program Need in Large Cities. ED 139 924
- Urban Education**
Vocational Education Program Need in Large Cities. ED 139 924
- Use Studies**
An Analysis of the Community and Public Library of Pawtucket, Rhode Island. ED 140 806
On-Line Shared Cataloging in NELINET Libraries: Report of a Survey. ED 140 773
- USSR**
Cross Cultural Considerations for Education and Research. ED 141 216
- Validity**
The Conceptual and Methodological Development of S(L)EA. ED 139 994
- Values**
Attribution of Fault to Rape Victims. ED 140 106
Family and Sex Roles: A Theoretical Integration. ED 140 158
The Humanities Strand of Project Search. The Humanities Series. ED 141 225
Human Values in Medical Education. Annual Oration of the Society for Health and Human Values. ED 141 184
Mosaic. Hispanic Sub-Cultural Values: Similarities and Differences. ED 141 466
Research Considerations in Ethical Education. ED 141 250
Toward a Moral Criterion for Use by Behavior Modifiers. ED 140 118
Toward a New Humanism: Some Value Perspectives in Emerging Cultural Relations. ED 141 242
Values in the English Classroom. ED 140 316
Valuing Exercises for the Environmental Education Classroom. ED 141 094
- Values Education**
Perspectives on Citizen Education. ED 141 245
Review of Research in Social Studies Education: 1970-1975. Bulletin 49. ED 141 192
- Vehicular Traffic**
K-9 Traffic Safety Resource Curriculum. Level D. Professional Guide. ED 140 087
- Vending Machines**
Availability of Non-Nutritious Foods in Alberta Schools. Research Bulletin 77-1. ED 140 452
- Verbal Ability**
Verbal Fluency and the Language-Bound Effect. ED 140 346
- Verbal Communication**
Basic Interaction: An Experiment in Improving Its Quality and Quantity. ED 140 352
Conversational Spanish Curriculum for Teachers of Migrant Children. ED 141 003
Egocentrism in the Language of Six to Seven-Year-Old Mexican Children. ED 140 676
Getting It Out, Getting It Down: Adapting Zoellner's Talk-Write. ED 140 354
Individual Conferences Versus Typed Comments Without Conferences on Graded Freshman English Composition Papers: The El Camino Experiment and the Compton Experiment. ED 140 910
Models of Communication in Multilingual States. ED 140 631
- Oral Language Comprehension of Children in Grades One through Six. ED 140 290//
The Problems of Using Public Rhetoric to Reveal Private Philosophy: An Analysis of Richard Weaver on the Arguments from Circumstance and Definition. ED 140 368
Sequential Analysis of Visual and Verbal Behavior During Dyadic Conversation. ED 140 141
Social Control and the Process of Schooling: A Study of Socialization of Kindergarten Children in Two Settings. ED 140 932
- Verbal Stimuli**
The Effects of Verbalization and the Presence of a Memory Aid on Concept Learning in Educable Mentally Retarded Children. ED 140 528
The Relation of Visual and Verbal Style of Television Presentation to Learning of Prosocial Content. ED 140 956
- Verbs**
Contrastive Grammar and Verb Valence. ED 140 656
- Vermont**
Program Approval Standards and Procedures. Field Trial Edition. ED 141 322
- Veterans**
Higher Education Enrollments: Community Colleges, Fall, 1976. Report No. 77-11A. ED 140 885
- Veterans Education**
Completion Rates for Education and Training under the Vietnam Era GI Bill. A Study Submitted by the Veterans' Administration to the Committee on Veterans' Affairs, United States Senate. Ninety-Fourth Congress, 2nd Session. Senate Committee Print No. 48. ED 139 917
- Veterinary Medicine**
Women's Participation in First-Professional Degree Programs in Medicine, Dentistry, Veterinary Medicine, and Law, 1969-70 through 1974-75. ED 140 761
- Video Tape Recordings**
To Determine Whether Videotape Instruction is More Effective for Learning than the Traditional Didactic Approach. ED 140 831
- Vietnamese**
Vietnamese Proverbs Compared with Other Sources in Investigating National Characteristics for Pedagogical Purposes. ED 140 668
- Vietnam Veterans**
Completion Rates for Education and Training under the Vietnam Era GI Bill. A Study Submitted by the Veterans' Administration to the Committee on Veterans' Affairs, United States Senate. Ninety-Fourth Congress, 2nd Session. Senate Committee Print No. 48. ED 139 917
- Violence**
Attribution of Fault to Rape Victims. ED 140 106
The Culpable Victim in Mendelsohn's Typology. ED 140 138
Felony Investigation Decision Model: An Analysis of Investigative Elements of Information. ED 140 155
- Virginia**
Reading in Virginia, 1977; Volume 5. ED 140 277
- Visual Aids**
Fundamentals of the Slide Library. ED 140 858
- Visual Discrimination**
Sensitivity to Visual Structure. ED 140 939
- Visual Learning**
Cognitive Factors in Children's Listening and Reading Comprehension: Assessment and Facilitation. Final Report. ED 140 226
- Visual Literacy**
Media Competency. ED 140 812
Television Receivership Skills: The New Social Literacy. ED 140 364
Understanding the Media. ED 140 811
- Visually Handicapped**
Cognitive Remediation of Blind Students: Final Report and Demonstration of Educational Techniques. ED 140 583
Cognitive Remediation of Blind Students: Comparison of Treatment and Nontreatment Groups. ED 140 584
Cognitive Remediation of Blind Students. A Teacher Training Program: Developing and Implementing Process-Oriented Teaching Strategies. ED 140 586
LISTENING: A Curriculum Guide for Teachers of Visually Impaired Students. ED 140 532
Mainstreaming the Visually Impaired Child. ED 140 540
- Visual Perception**
Age and Visual Information Processing. ED 140 991
Color Evoked Potentials in Adults and Infants. ED 140 970
A Comparison of the Effects of Two Programs on the Development of Visual Perception and Reading Achievement--Art: A Perceptual Approach and the Frostig Program for the Development of Visual Perception. ED 140 254//
Icon Duration and Development. ED 140 990
- Visual Stimuli**
Age and Visual Information Processing. ED 140 991
Icon Duration and Development. ED 140 990
The Relation of Visual and Verbal Style of Television Presentation to Learning of Prosocial Content. ED 140 956
- Vocabulary**
A Basque-English Dictionary: A Twentieth-Century Reality? ED 140 646
The Quality of High School Reading and Vocabulary Tests: Implications for the Researcher. ED 141 396
Regional and General Speech Patterns of Factory Workers. ED 140 627
Some Constraints on the Word Frequency Effect in Written Discourse. ED 140 357
- Vocabulary Development**
The Effects of the Lozanov Method for Teaching Word Meaning to Fifth and Sixth Graders. ED 140 291//
Phonological Factors in Vocabulary Acquisition: A Case Study of a Two-Year-Old, English-French Bilingual. Working Papers in Bilingualism, No. 13. ED 140 662
Water for Fun. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 104. [Project COAST]. ED 141 141
- Vocational Agriculture**
A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report. ED 139 911
Course Outlines in Vocational Agriculture. Research Project. ED 140 080

Vocational Counseling

Applicability of the SIGI Occupational Data Base to NTID's Curriculum Research and Career Counseling Needs.

ED 140 016

Career Counseling and Placement. Columbia City School System, Columbia, Mississippi. Final Report.

ED 139 922

Conducting Follow-Up and Follow-Through Programs. Planning Pre-Employment Programs, Module 4.

ED 140 211

Conducting Job Development Programs. Planning Pre-Employment Programs, Module 2.

ED 140 209

Conducting Job Placement Programs. Planning Pre-Employment Programs, Module 3.

ED 140 210

Counselor's Information Service: A Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Volume Number 4.

ED 140 147

Establishing a Career Resource Center. Coordinator's Guide.

ED 140 197

Establishing a Career Resource Center.

ED 140 198

Helping Students Develop Career Decision-Making Skills. Coordinator's Guide.

ED 140 189

Helping Students Develop Career Decision-Making Skills.

ED 140 190

Imaging Futuristic Career Guidance Goals. Coordinator's Guide.

ED 140 195

Imaging Futuristic Career Guidance Goals.

ED 140 196

Providing Career Guidance for Young Women. Coordinator's Guide.

ED 140 201

Providing Career Guidance for Young Women.

ED 140 202

Providing Life/Career Planning for Women and Girls. Coordinator's Guide.

ED 140 205

Providing Life/Career Planning for Women and Girls.

ED 140 206

Vocational Development

Career Counseling and Placement. Columbia City School System, Columbia, Mississippi. Final Report.

ED 139 922

A Career Development Program for High School Youth in a Church Setting.

ED 140 009

Career Development/Vocational Offerings. Final Report.

ED 140 076

Personal Career Orientation. Performance Objectives. Criterion Measures. Home Economics.

ED 139 977

Special Technology for Special Children: Computers as Prostheses to Serve Communication and Autonomy in the Education of Handicapped Children.

ED 140 526

Three-Site Evaluation for Career Development Projects.

ED 139 908

Vocational Education

1976 Annual Index to AIM/ARM (Abstracts of Instructional and Research Materials in Vocational and Technical Education). Volume 9, Numbers 1 through 6.

ED 140 018

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 6. VT 103 401-103 600.

ED 140 019

Annual National Leadership Development Seminar for State Directors of Vocational Education (7th, Columbus, Ohio, September 24-26, 1974). Improving Vocational Curricula in Local Education Agencies. Leadership Training Series No. 42.

ED 140 100

Annual National Vocational Education Personnel Development Seminar. (8th, Madison, Wisconsin, October 28-31, 1974). In-Service Vocational Education Personnel Development for the 1980's. Leadership Training Series No. 43.

Articulation of Vocational Education Curriculum between Secondary and Post-Secondary Levels in Wisconsin. Final Report.

ED 140 077

Assessing High School Vocational Students' Attitudes Toward Travel Away from Their Home Schools. Final Report.

ED 140 079

Career Development/Vocational Offerings. Final Report.

ED 140 076

Career Education Curriculum Development in the Community College. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. II, No. 7.

ED 140 917

Career Education--The State of the Art of In-service Training.

ED 140 588

Course Withdrawal, Data Summary--Fall 1976. Tex-SIS FOLLOW-UP; Postsecondary Student Follow-up Management Information System. Monograph 2.

ED 140 905

To Develop a System for Interfacing the Administration and Implementation of CETA and Vocational Programs at the Local Level. Final Report.

ED 140 097

Evaluation and Audit of Career and Vocational Teacher Education Centers. Final Report. 1972-1973 School Year.

ED 140 081

A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.

ED 141 369

Going on the Stage: A Report to the Calouste Gulbenkian Foundation on Professional Training for Drama.

ED 140 363

Improving Vocational Education Planning: More Myth Than Reality? Final Report.

ED 140 027

Index of Military Curriculum Materials Related to Civilian Vocational Programs.

ED 140 095

Local Occupational Program Evaluation.

ED 140 024

Military Curriculum Materials Identification, Selection, and Acquisition Strategies and Procedures.

ED 140 094

Military Curriculum Materials Utilization in Vocational Education. Final Report.

ED 140 014

Model for Calculating Cost per Pupil for Secondary Vocational, General and Transfer Curricula in Comprehensive High Schools, Shared Time Vocational Schools and Full Time Vocational Schools. Final Report.

ED 139 914

Models for Individualizing Vocational-Technical Instruction.

ED 139 983

Modifying Regular Vocational Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1976.

ED 140 541

New Perspectives in Vocational Education. Volume 1, Number 1, 1976-77.

ED 139 921

Review of Existing Information Systems and Networks: Applicability to the Design of the SYSTEM. (A Staff Working Paper.)

ED 140 092

Safety and You on the Job.

ED 140 103

Sage. September '72.

ED 139 903

Selected Alternatives for Serving More High School-Aged Students in the Vocational-Technical Schools. Final Report.

ED 139 907

Student's Educational Intent, Data Summary--Fall 1976. Tex-SIS FOLLOW-UP; Postsecondary Student Follow-up Management Information System. Monograph 1.

ED 140 904

A System to Provide Military Curriculum Materials to Civilian Vocational and Technical Educators.

ED 140 096

Utilization of Military-Developed Curriculum Materials in Civilian Vocational Programs: A School Survey.

Vocational and Career Education for the Handicapped: Training the Classroom Teacher. Project T.H.O.R.

ED 140 579

Vocational Education Program Need in Large Cities.

ED 139 924

Vocational Ins and Outs for Developmental Kids.

ED 140 536

Vocationally Oriented School Planning for the Handicapped. Kindergarten through Grade Twelve.

ED 140 537

Vocational Training. Information Bulletin. Supplement. United Kingdom.

ED 139 987

What Happens After Training: A Review of Follow-Up of Vocational Graduates.

ED 140 010

Vocational Education Teachers

The Region V Conference on Competency Based Teacher Education (Midland Hotel, Chicago, Illinois, March 11-13, 1975). Final Report.

ED 140 070

Vocational Followup

1976 Follow-up of 1970-76 College of Education Graduates. University of Maine, Orono.

ED 141 306

A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.

ED 141 369

What Happens After Training: A Review of Follow-Up of Vocational Graduates.

ED 140 010

Vocational High Schools

Selected Alternatives for Serving More High School-Aged Students in the Vocational-Technical Schools. Final Report.

ED 139 907

Vocational Interests

Development and Validation of Sex-Balanced Interest Inventory Scales.

ED 141 392

Volunteers

SCRAPS: A Mini-Course for Volunteers in Handwriting (Grades 1-3).

ED 141 362

Volunteer Training

Helping Leaders Help Youth. An Evaluation Report of a Program for Illinois Volunteer 4-H Leaders, 1973-75.

ED 141 000

Voting

School Financial Elections. Research Action Brief Number 1.

ED 140 434

Voter Behavior and Campaign Strategies in School Finance Elections. Research Brief.

ED 140 383//

Vowels

Spoken and Written Communication: Are Five Vowels Enough?

ED 140 640

Wages

Queuing for Union Jobs and the Social Return to Schooling. Institute for Research on Poverty Discussion Papers. Report 360-76.

ED 139 905

Wages and Other Rewards, What People Want or Get from Their Jobs, and How Education Makes a Difference (or Does It). Three Papers.

ED 140 037

Washington

Assessing High School Vocational Students' Attitudes Toward Travel Away from Their Home Schools. Final Report.

ED 140 079

Community College Library Cooperation: A Behavioral and Dynamic Model.

ED 140 818

Guidelines for Maximum Use of the Washington Library Network Resource Directory to Increase Its Effectiveness as a Reference and Bibliographic Tool.

ED 140 841

Higher Education Enrollments: Community Colleges, Fall, 1976. Report No. 77-11A.

- Summary Report, 1974-75 Unit Expenditures Study. ED 140 885
- Washington Library Network Resource Directory
Guidelines for Maximum Use of the Washington Library Network Resource Directory to Increase Its Effectiveness as a Reference and Bibliographic Tool. ED 140 879
- Weaver (Richard M)
The Problems of Using Public Rhetoric to Reveal Private Philosophy: An Analysis of Richard Weaver on the Arguments from Circumstance and Definition. ED 140 368
- Wechsler Intelligence Scale for Children Revised
Differentiating MR and LD Groups by WISC-R Profile Analysis. ED 140 154
- Welding
Welding. Performance Objectives. Basic Course. ED 139 947
Welding. Performance Objectives. Intermediate Course. ED 139 946
- Welfare
Working in America, Part III. Materials for Using American Issues Forum in the American History Classroom, Topic V. ED 141 222
- Welfare Recipients
WIN in 1976. The Work Incentive Program. Seventh Annual Report to the Congress on Employment and Training Under Title IV of the Social Security Act. July 1, 1975-June 30, 1976. ED 139 988
- Western States Small Schools Project
Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. ED 141 059
- West Germany (Berlin)
The Career Pathways, Attitudes and Aspirations of Professional Women in Higher Education Institutions in West Berlin, Germany. A Replication of a Study Carried Out in Washington, D.C. by Gloria Freeman. ED 140 005
- West Virginia
Graduate Credit Contract Course as a Flexible Model for Inservice Design. ED 141 309
Harrison County Teacher Education Center Needs Assessment Survey: A Second Look. ED 141 310
- West Virginia (North)
Satisfaction with Community Services in Northern West Virginia. Bulletin 649, October 1976. ED 141 062
- Whole Numbers
Laboratory Mathematics. Curriculum Booklet II - Whole Numbers. ED 141 168
- Widowed
The Father's Adjustment as a Single Parent. ED 140 165
- Wildlife Management
A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report. ED 139 911
- Wisconsin
Articulation of Vocational Education Curriculum between Secondary and Post-Secondary Levels in Wisconsin. Final Report. ED 140 077
Modifying Regular Vocational Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1976. ED 140 541
- Nearly . . . Everything You've Always Wanted to Know About the Gifted and Talented. ED 140 553
- Public Opinions About Education: A Statewide Poll of Wisconsin Residents. ED 140 406
- Withdrawal
Course Withdrawal, Data Summary--Fall 1976. Tex-SIS FOLLOW-UP: Postsecondary Student Follow-up Management Information System. Monograph 2. ED 140 905
Some Characteristics of Students Who Withdrew from L.A.C.C. Spring 1976, Spring 1975, Spring 1974, and Spring 1973. Research Study #77-9. ED 140 876
- Women Professors
The Career Pathways, Attitudes and Aspirations of Professional Women in Higher Education Institutions in West Berlin, Germany. A Replication of a Study Carried Out in Washington, D.C. by Gloria Freeman. ED 140 005
- Womens Education
Interpersonal Values of Intellectually Gifted Adolescent Females: Single-Sex or Co-Education? ED 140 523
Women's Participation in First-Professional Degree Programs in Medicine, Dentistry, Veterinary Medicine, and Law, 1969-70 through 1974-75. ED 140 761
- Womens Studies
The Process of Sex-Role Integration in Psychotherapy. Symposium. ED 140 153
- Woodworking
Woods. Industrial Arts. Performance Objectives. Junior High School. ED 139 978
- Word Frequency
Some Constraints on the Word Frequency Effect in Written Discourse. ED 140 357
- Word Recognition
Word Learning in Beginning Readers and Pre-readers. ED 140 248
- Work Attitudes
Work Content and Attitudes toward Work in Eighth Grade Literature Anthologies. ED 140 336//
Working in America, Part I. Materials for Using American Issues Forum in the American History Classroom, Topic V. ED 141 220
- Work Environment
Physician Assistants: An Empirical Analysis of Their General Characteristics, Job Performance, and Job Satisfaction. ED 140 078
Working in America, Part II. Materials for Using American Issues Forum in the American History Classroom, Topic V. ED 141 221
- Work Incentive Program
Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings. ED 139 915
WIN in 1976. The Work Incentive Program. Seventh Annual Report to the Congress on Employment and Training Under Title IV of the Social Security Act. July 1, 1975-June 30, 1976. ED 139 988
- Working Hours
A Study of the Effects of an Altered Work-week. ED 140 500
- Working Women
" . . . To Form a More Perfect Union . . . " Justice for American Women. Report. ED 140 445
Women and Work. R & D Monograph 46. ED 140 062
- Worksheets
Supervised Student Teaching. ED 139 910
- Workshops
Developing and Conducting In-Service Programs. Coordinator's Guide. ED 140 191
Developing and Conducting In-Service Programs. ED 140 192
Education in Action, School Year 1975-1976. ED 141 480
Imaging Futuristic Career Guidance Programs. Coordinator's Guide. ED 140 193
Implementing Title IX: A Sample Workshop. ED 140 405
Provisions for Inservice Education of Higher Education Faculty, 1972-73. NEA Research Memo 1976-4. ED 140 724
- Work Simplification
A Study of Custodial Services Required by Schools in Athabasca County. ED 140 471
- Work Study Programs
Safety and You on the Job. ED 140 103
- World Problems
An Address on the Population Problem: Address to the Massachusetts Institute of Technology. ED 141 241
Family Planning in Five Continents: Africa, America, Asia, Europe, Oceania. December 1976 Update. ED 141 076
Our World. CEM Topic Folder No. 3. ED 141 206
Science and the Challenges Ahead. Report of the National Science Board. ED 141 121
- Writing
Composition with a Cognitive Twist. ED 140 320
- Writing Exercises
Composing for the Left Hand: Writing Activities for the Intermediate Grades. ED 140 344
- Writing Skills
Composition at the Middle Level of Elementary School. School Research Newsletter. ED 140 611
Guidebook for the Development of Army Training Literature. Combat Training Techniques. ED 140 099
Interacting Factors of Reading Comprehension in the Classroom. ED 140 264
Researching, Writing, and Publishing Local History. ED 141 236//
Technical Writing: The Real Needs. ED 140 330
What Johnny Can't Write: A University View of Freshman Writing Ability. ED 140 339
Yale College Freshmen: How Well Do They Write? ED 140 753
- Written Language
A Comparison of Certain Structural Characteristics of Language Selections Representing Both Oral and Written Thought and Purpose. ED 140 301//
Context, Text, Message and Forms of Discourse. ED 140 283
- Yale College
Yale College Freshmen: How Well Do They Write? ED 140 753
- Young Adults
To Amend the Youth Conservation Corps Act of 1970; Hearing before the Committee on Interior and Insular Affairs, United States Senate, Ninety-Fourth Congress, Second Session on S.2630, A Bill to Amend the Youth Conserva-

348 Subject Index

tion Corps Act of 1970 (84 Stat. 794), H.R.10138, An Act to Create the Young Adult Conservation Corps to Complement the Youth Conservation Corps.

ED 139 909

Young Mens Hebrew Association

The Role of the "Y" as a Leisure Education Organization.

ED 140 023

Young Womens Hebrew Association

The Role of the "Y" as a Leisure Education Organization.

ED 140 023

Youth

Adolescent Research Opinion and National Youth Policy: What We Know and What We Don't Know.

ED 140 151

Youth Conservation Corps

To Amend the Youth Conservation Corps Act of 1970; Hearing before the Committee on Interior and Insular Affairs, United States Senate, Ninety-Fourth Congress, Second Session on S.2630, A Bill to Amend the Youth Conservation Corps Act of 1970 (84 Stat. 794), H.R.10138, An Act to Create the Young Adult Conservation Corps to Complement the Youth Conservation Corps.

ED 139 909

Youth Employment

To Amend the Youth Conservation Corps Act of 1970; Hearing before the Committee on Interior and Insular Affairs, United States Senate, Ninety-Fourth Congress, Second Session on S.2630, A Bill to Amend the Youth Conservation Corps Act of 1970 (84 Stat. 794), H.R.10138, An Act to Create the Young Adult Conservation Corps to Complement the Youth Conservation Corps.

ED 139 909

Industry-Education Collaborative Efforts in Youth Employment.

ED 139 918

Youth Unemployment; Hearing before the Joint Economic Committee, Congress of the United States, Ninety-Fourth Congress, Second Session.

ED 139 913

Youth Unemployment: The Need for a Comprehensive Approach.

ED 139 912

Youth Problems

Runaway Youth: A Status Report and Summary of Projects as of March 31, 1976.

ED 140 175

Youth Programs

1975-76 Youth Conferences on Older Americans. A Report to the President of the United States for Older Americans Month.

ED 140 171

Author Index

349

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number _____ ED 013 371

Abbey, Brian

- Rachel's Radical Gospel: A Marxist Critique.
ED 141 314
- Society and Experience with Particular Reference to Class and Education.
ED 141 313
- What Is to be Done in Teacher Education? [- Every Communist Working in the Mass Movements Should be a Friend of the Masses and Not a Boss Over Them, an Indefatigable Teacher and Not a Bureaucratic Politician' (Mao, 1938)].
ED 141 315

Abbott, Gerry

- Spoken and Written Communication: Are Five Vowels Enough?
ED 140 640

Aboud, Frances E., Ed.

- Cultural Factors in Learning and Education.
ED 140 606

Abu, Samah Asiah

- Educational Evaluation in Malaysia - Trends and Prospects. IIEP Seminar Paper 10.
ED 141 376

Ackley, Dennis

- Developing Learning Modules for Child Development Associate Training: A Guide.
ED 140 969

Adams, Dee Dee

- A Classification Scheme for Textbook Collections in Teaching Materials Centers.
ED 140 813

Adams, John F.S.

- Law Enforcement Careers. Performance Objectives. Intermediate Course.
ED 139 954
- Law Enforcement Careers. Performance Objectives. Basic Course.
ED 139 955

Adams, Kay A.

- Vocational Education Program Need in Large Cities.
ED 139 924

Adams, Michael

- Educational Perspectives: A Survey of 10,000 Ontario Students, Teachers, and Parents.
ED 141 401//

Adams, Verna M.

- Relating Field Independence and a Discovery Approach to Learning Mathematics: A Trait-treatment Interaction Study.
ED 141 077

Adcox, John W., Jr.

- Carpentry. Performance Objectives. Basic Course.
ED 139 962

Addison, Linda, Ed.

- "Model" Units for the Gifted. [A Compilation of Units for Gifted Students Based on Four Theoretical Models.]
ED 140 601

Adejumo, Dayo

- Using Multiple-Choice Questions as Review Aids in Prose Learning.
ED 140 244

Adkins, Deberie Gomez

- Teacher Attitudes Towards Compensatory Education Programs in the Dallas Independent School District.
ED 141 446

Adolphus, Stephen H.

- Diagnostic Testing and the Disadvantaged Student: A Field in Disarray.
ED 140 281

Adwere-Boamah, Joseph

- Project MACK. Final Evaluation Report 1974-1975.
ED 140 415

Aiello, D. Robert

- The Effects of Presentation Variables Upon Clustering and Recall Performance in the Elderly.
ED 140 119

Aitken, Sherrie S.

- An Introduction To State Capacity Buildings: Planning, Management and Delivery of Child and Family Services.
ED 140 977

Alber, M. Bernadette, Ed.

- LISTENING: A Curriculum Guide for Teachers of Visually Impaired Students.
ED 140 532

Alcorn, John D.

- Career Counseling and Placement. Columbia City School System, Columbia, Mississippi. Final Report.
ED 139 922

Alexander, Karl L.

- High School Context, College Quality, and Educational Attainment: Institutional Constraints in Educational Stratification. Johns Hopkins University Center for Social Organization of Schools Report No. 214.
ED 140 169

Alexander, Ronald G.

- Toward a Moral Criterion for Use by Behavior Modifiers.
ED 140 118

Alimi, M. Zaher

- Developing a Language Curriculum in Afghanistan.
ED 140 232

Allen, Alveta

- Personal Career Orientation. Performance Objectives. Criterion Measures. Home Economics.
ED 139 977

Allen, Charles

- Drafting. Performance Objectives. Basic Course.
ED 139 940

Allen, Harold Don

- "My Mass is 20 kg": Aspects of Canadian and International Progress Toward an SI Way of Life.
ED 141 068
- An SI Canada: Reality and Challenge at Commitment Plus Seven.
ED 141 125

Alley, William E.

- Predicting Success in the AFROTC Scholarship Program. Final Report, January 1976-January 1977.
ED 141 420

Allington, Richard L.

- Teaching, Learning, and Reading in the Middle Grade Content Areas.
ED 140 213

Allsbrook, Lee

- Kinesiology Carnival: A New Teaching Technique.
ED 141 269

Almeida, Cynthia H.

- Pictures as a Basis for Teaching Reading. School Year 1975-1976.
ED 141 483

Altschuld, James W.

- A Retrospective Analysis of the Development of a Project Monitoring System.
ED 140 478

Altshuler, Evan

- The Conceptual and Methodological Development of S(L)EA.
ED 139 994

- Alvarado, Andrew, Comp.**
About Community College Finance. A "Brief"
Highlighting Important Literature since 1973
about Finance in the Community College.
ED 140 928
- Alvir, Howard P.**
A Definition of and Evaluation Design for
Community Education Programs. Technical
Assistance Outline.
ED 140 117
Technical Assistance Outlines for Research
Proposal Writers Conforming to Guidelines
Derived from the FEDERAL REGISTER.
ED 141 270
- Ames, Edward C.**
A. F. Ames, Village Schoolmaster. A Memoir.
ED 141 072
- Andersen, Barbara L.**
Programming Generalization Through Stimulus
Fading in Remedial and Special Education
Settings.
ED 140 567
- Anderson, Jacqueline**
Consumer-Oriented Laboratory Activities: A
Manual for Secondary Science Students.
ED 141 070//
- Anderson, James A.**
Television Receivership Skills: The New Social
Literacy.
ED 140 364
- Anderson, Kaye**
The University Supervisor: What Place in
Academe? Student Teacher Supervisor
Questionnaire.
ED 141 321
- Anderson, Laura, Ed.**
Following Up Graduates: A Measure of
Academic Effectiveness.
ED 140 684
- Anderson, Marian H.**
Play with a Purpose. Elementary School Physi-
cal Education. Second Edition.
ED 141 325//
- Anderson, Phyllis Joan Antrim**
Teaching Methods for the Development of
Creativity in Medical Illustration.
ED 139 926
- Andrews, Nancy Cunningham**
Six Case Studies in Learning to Read.
ED 140 247//
- Angell, George W.**
Handbook of Faculty Bargaining. Asserting Ad-
ministrative Leadership for Institutional
Progress by Preparing for Bargaining, Negotiat-
ing and Administering Contracts, and Improv-
ing the Bargaining Process.
ED 140 732//
- Anschel, Kurt R.**
The Influence of State and Federal Aid on the
Demand for Educational Opportunity in Ken-
tucky.
ED 140 433
- Anselmo, Sandra**
Are Elementary Principals Ready For Group
Pre-Kindergarten Education? An Empirical
Study in Iowa.
ED 140 967
- Anthony, Robert F. K.**
Sick Leave Gratuities and Resultant Liabilities.
ED 140 398//
- Appelgate, William K.**
The Region V Conference on Competency
Based Teacher Education (Midland Hotel,
Chicago, Illinois, March 11-13, 1975). Final
Report.
ED 140 070
- Applebaum, Wayne R.**
Teacher Attitudes Towards Compensatory Edu-
cation Programs in the Dallas Independent
School District.
ED 141 446
- Arikado, Marjorie S.**
The Elementary School Consultant. An In-
Basket Simulation Exercise.
ED 140 484//
- Arkava, Morton L.**
Competency-Based Education for Social Work:
Education and Curriculum Issues.
ED 140 706
- Armah, Kwaku**
Acquisition of Conservation in Ghanaian Chil-
dren.
ED 140 947
- Armstrong, David F.**
Montgomery College Student Follow-up Study:
First-Time Students, Fall 1972.
ED 140 921
Tentative Ten-Year Enrollment Projections,
Fiscal Years 1978-1987. (A Supplement to the
FY 1978 Capital and Operating Budgets of
Montgomery Community College)
ED 140 922
- Armstrong, David G.**
Specifying Instructional Objectives: A Learning
Package.
ED 141 271
- Arnold, Marjorie**
Acquisition of Conservation in Ghanaian Chil-
dren.
ED 140 947
- Asberg, Rodney**
On Cognition and Social Change: A Report
from a Pilot Study Regarding the Effect of
Schooling on Cognitive Growth and Attitudes
towards Social Change in Pakistan, Reports
from the Institute of Education, University of
Goteborg, No. 57.
ED 141 198
- Ashenden, Dean**
Rachel's Radical Gospel: A Marxist Critique.
ED 141 314
Society and Experience with Particular
Reference to Class and Education.
ED 141 313
What Is to be Done in Teacher Education? ['-
Every Communist Working in the Mass Move-
ments Should be a Friend of the Masses and
Not a Boss Over Them, an Indefatigable
Teacher and Not a Bureaucratic Politician'
(Mao, 1938)].
ED 141 315
- Askins, Billy E.**
Open School Evaluation System.
ED 140 448//
- Atkinson, Floyd**
Commercial and Advertising Art. Performance
Objectives. Basic Course.
ED 139 944
Commercial and Advertising Art. Performance
Objectives. Intermediate Course.
ED 139 958
- Atteberry, Jim W.**
Improving Vocational Education Planning:
More Myth Than Reality? Final Report.
ED 140 027
- Ault, Ruth L.**
The Relationship of Some Problem Solving
Variables to Cognitive Tempo.
ED 140 958
- Averett, Dorothy M.**
Using the Mini-Calculator to Teach Mathe-
matics.
ED 141 126
- Axelrod, Herman**
A Contemporary Outlook on the Use of Media
in the Classroom.
ED 140 863
- Bachert, Russel E., Jr.**
Directory of Outdoor Education Degree Pro-
grams in Higher Education.
ED 140 994
- Bachmann, Gail**
The Life and Times of...Women. A Bibliog-
raphy of Women's Biographies for Use in Var-
ious Secondary School Curricular Areas.
ED 141 247
- Bacon, Janet Novotny**
From Impasse to "Lockout": Community Col-
lege of Beaver County, September 1976. Spe-
cial Report #30.
ED 140 907
- Baird, Leonard L.**
Theoretical Approaches to the College En-
vironment.
ED 140 689
- Baird, Leonard L., Ed.**
Assessing Student Academic and Social
Progress.
ED 140 900
- Baker, S. Dennis**
The Status of Population Education in Florida
Secondary Schools During 1973-74. Research
Monograph 19.
ED 141 183
- Baldridge, J. Victor, Ed.**
Governing Academic Organizations: New
Problems, New Perspectives.
ED 140 447//
- Balmer, JoAnn**
Vocational Ins and Outs for Developmental
Kids.
ED 140 536
- Bamberg, Betty**
Composition Instruction Does Make a Dif-
ference: A Comparison of the High School
Preparation of College Freshmen in Regular
and Remedial English Classes.
ED 140 342
- Bamgbose, Ayo**
Models of Communication in Multilingual
States.
ED 140 631
- Banathy, Bela H.**
Redefining the Systems Space in Education.
ED 141 277
- Banks, Vera J.**
Farm Population Estimates for 1975. Agricul-
tural Economic Report No. 352.
ED 141 036
- Banta, Trudy W.**
A Career Development Program for High
School Youth in a Church Setting.
ED 140 009
Evaluation of the Knox County (Tennessee)
Extended School Year Program: A Team Ef-
fort.
ED 140 474
- Barbour, Chandler, Ed.**
Idea Book for Supervisors of Student Teachers.
ED 141 318
- Barbour, Ken**
Classroom Management and Module.
ED 141 272
- Barnett, George A.**
Linguistic Relativity: The Role of the Bilingual.
ED 140 639//
- Barnett, Linda D., Ed.**
Participants' Progress: The First Five Years. A
Status Report on Candidates in the National
Ed.D. Program for Educational Leaders.
ED 141 276
- Barnitz, John**
Toward Understanding Syntax in Reading
Comprehension: Review of Resources. Studies
in Language Learning, Vol. 1, No. 1, Fall
1975.
ED 140 604
- Barr, Richard H.**
Revenues and Expenditures for Public Eleme-
ntary and Secondary Education, 1974-75.
ED 140 402
- Barrett, Laurence**
Case Studies on Faculty Development.
ED 140 700
- Barrett, Leverne A.**
A Career Approach to Natural Resource
Management in Wildlife and Recreation. Final
Report.
ED 139 911
- Bartenstein, Evelyn**
An Attempt at Parent Education Through a
Lecture-Discussion Series.
ED 140 959

- Barthurst, James R.**
Accident Avoidance Skill Training and Performance Testing. Final Report.
ED 140 021
- Bass, Bernice Marie**
Oral English Language Assessment of First Grade Children in Bilingual Bicultural Education: Emphasis on Phonology and Syntax.
ED 140 285//
- Bass de Martinez, Bernice**
Poder es Saber. Workshop: Developing a Bilingual Curriculum (New Mexico Highlands University, Las Vegas, New Mexico, June 1977).
ED 141 018
- Bassett, G. W.**
New Directions in Australian Education.
ED 140 410
- Basualdo, Eugenio A.**
Supervised Student Teaching.
ED 139 910
- Bauer, Mary Beth**
A Study of Needs for Possible Inservice Education Programs as Expressed by Secondary English Teachers and as Perceived by Their Administrators.
ED 140 351
- Bean, Rita M.**
Analysis of Comprehension Practices in a Basal Series at the Intermediate Level.
ED 140 222
- Bearden, Thomas E.**
A Conceptual Derivation of Einstein's Postulates of Special Relativity.
ED 141 089
A Postulated Mechanism That Leads to Materialization and Dematerialization of Matter and to Antigravity.
ED 141 090
Quinton/Perceptron Physics: A Theory of Existence, Perception, and Physical Phenomena.
ED 141 091
- Beasley, L. Sue**
Computer Information Search and Retrieval: A Guide for the Music Educator.
ED 140 846
- Beatty, Brandon**
Students' Evaluations of Instructional Effectiveness: Research and a Survey Instrument.
ED 141 413
- Beatty, George, Jr.**
The Design and Application of Information Systems in Higher Education.
ED 140 692
- Behrens, Sophia, Comp.**
A Bibliography of American Doctoral Dissertations in Linguistics: 1968-1974. CAL-ERIC/CLL Series on Languages and Linguistics, No. 53.
ED 140 615
- Beim, George**
Principles of Modern Soccer.
ED 141 283//
- Beninate, Nicholas A.**
A Study to Determine the Impact of the State of Florida's New Collective Bargaining Guidelines on the Personnel Policies and Procedures of Eight Community Colleges in Florida.
ED 140 899
- Benjamin, Libby**
On Becoming A Change Agent.
ED 140 212
- Benson, Michael**
Sovereignty: The Navajo Nation and Taxation.
ED 141 019
- Benson, Norma Y.**
Physiological Alterations Observed in Young Competitive Swimmers During Three Years of Intensive Training.
ED 141 337
- Bergsten, C. Fred**
An Analysis of U.S. Foreign Direct Investment Policy and Economic Development. A.I.D. Discussion Paper No. 36.
ED 141 226
- Berman, Paul**
Federal Programs Supporting Educational Change, Vol. VII: Factors Affecting Implementation and Continuation.
ED 140 432
- Berryman, Cynthia L.**
A Process Approach to Public Speaking: The Use of Exercises and Games.
ED 140 372
- Bers, Trudy**
An Analysis of the Student Evaluation Form at Oakton Community College.
ED 140 877
- Bhaerman, Robert D.**
Career Education and Basic Academic Achievement. A Descriptive Analysis of the Research.
ED 140 032
- Bialystok, Ellen**
Aspects of Second Language Learning in Classroom Settings. Working Papers on Bilingualism, No. 13.
ED 140 661
- Bingham-Newman, Ann M.**
Logical Operations Instruction in the Preschool. Parts 1 and 2.
ED 140 930
- Birk, Janice M.**
Providing Life/Career Planning for Women and Girls. Coordinator's Guide.
ED 140 205
Providing Life/Career Planning for Women and Girls.
ED 140 206
- Bishop, John**
Queuing for Union Jobs and the Social Return to Schooling. Institute for Research on Poverty Discussion Papers. Report 360-76.
ED 139 905
- Bishop, Patrick J.**
Impact Characteristics of Ice Hockey Helmets.
ED 141 331
- Bissot, Barbara Ann**
Elementary Social Studies Programs and the Curriculum Development Process: A Study Conducted during Sabbatical Leave, Fall Semester, 1976.
ED 141 210
- Bistreich, Alan M.**
Predicting Grade Point Average, Withdrawal and Graduation from Four Allied Health Programs at Miami-Dade Community College Medical Center Campus.
ED 140 925
- Bjerstedt, Ake**
Department of Educational and Psychological Research, Malmo: Some Notes on Current Activities. Bulletin No. 57, Educational and Psychological Interactions.
ED 141 344
Explorations in Creativity.
ED 141 397
- Blake, Robert W.**
Composing for the Left Hand: Writing Activities for the Intermediate Grades.
ED 140 344
- Blaschke, Charles L.**
Dysfunctional Elements in the ESEA Title I Structure.
ED 140 499
- Blaubergs, Malja S.**
The Role of Semantics in the Application of Psycholinguistics to Language Assessment and Therapy.
ED 140 635
- Bligh, Donald**
Teaching Students.
ED 140 750//
- Bloom, Joan R.**
Intrinsic Rewards and Learning for Cooperation.
ED 141 202
- Bloom, Leonard**
A Basque-English Dictionary: A Twentieth-Century Reality?
ED 140 646
- Bloom, Lynn Z.**
Including a Concentration in Composition in the Traditional English Ph.D. Program.
ED 140 353
- Blöse, David T.**
The One-Teacher School - Its Midcentury Status. Circular Number 318.
ED 140 992
- Blumberg, Phyllis**
Chaining in Problem Solving: A Critique and Reinvestigation.
ED 141 087
- Boatwright, Sandra**
A Follow-Up Study of Liberal Arts Graduates from a Women's College.
ED 140 121
- Boerner, Susan Zee**
Fundamentals of the Slide Library.
ED 140 858
- Bogart, Lynn C.**
The Factorial Measurement of Master's Level Clinical Functions in Mental Health Agencies.
ED 140 168
- Boggs, David L.**
Learning Derived by Visitors to the Ohio Historical Center.
ED 139 998
- Bolte, J. R.**
A Theoretical Approach for Internal Allocation of Academic Personnel Resources.
ED 140 691
- Bonner, Harold S.**
To Develop a System for Interfacing the Administration and Implementation of CETA and Vocational Programs at the Local Level. Final Report.
ED 140 097
- Boomer, Lyman W.**
The Paraprofessional in Special Education.
ED 140 582
- Borgeat, Louis**
Reform of the Professions in Quebec.
ED 140 713
- Borgen, Joseph A.**
Career Education Curriculum Development in the Community College. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. II, No. 7.
ED 140 917
- Borman, Kathryn Matey**
Social Control and the Process of Schooling: A Study of Socialization of Kindergarten Children in Two Settings.
ED 140 932
- Borys, Suzanne V.**
Effect of Imposed Versus Self-Generated Imagery and Sentence Mediation on the Free Recall of Retarded Adolescents.
ED 140 525
- Bosco, Joseph A.**
Levels of Abstraction and the Adult Reader.
ED 140 003
- Boshier, Roger**
Transition from Childhood to Adulthood: A Longitudinal Study of Attitude Change over Four Years.
ED 140 002
- Bossone, Richard M., Ed.**
The National Conference on Minimum Competencies: Trends and Issues. Proceedings. (City University of New York, March 4, 1977)
ED 141 404
- Bourn, Ken**
Self Concept Development for High Risk Students in the Community College.
ED 140 878

- Bourne, Charles P.**
Selected Search Subroutines for Searching the ERIC Data Base with the Lockheed Dialog Information Retrieval Service. ED 140 870
Summary Cost Data from 300 Reports of Library Technical Processing Activities. ED 140 871
- Boylan, Hunter R.**
Problems and Potentials of Individualized Instruction for Disadvantaged Students. ED 140 864
- Boylan, Patricia C.**
Strategies for Person-Centered Language Learning. ED 140 674//
- Brainerd, Charles J.**
Cognitive Development and Instructional Theory. ED 140 989
- Braisted, Paul J.**
Toward a New Humanism: Some Value Perspectives in Emerging Cultural Relations. ED 141 242
- Brantley, Verna Lee**
Relationships among Teacher and Pupil Self-Concept and Pupil Reading Achievement at the First Grade Level. ED 140 229//
- Brause, Rita S.**
Developmental Aspects of the Ability to Understand Semantic Ambiguity. ED 140 637
- Braverman, Joseph**
Primary Prevention for the Senior Citizen: The Preparation for Retirement Program. ED 140 167
- Breen, Myles P.**
Film in Education: This Worked For Me. ED 140 793
- Brennen, E. Clifford, Eds.**
Competency-Based Education for Social Work: Education and Curriculum Issues. ED 140 706
- Brickell, Henry M.**
Three-Site Evaluation for Career Development Projects. ED 139 908
- Bridges, Benjamin, Jr.**
Studies in Income Distribution. Estimation of Social Security Taxes on the March Current Population Survey. No. 4. ED 140 057
- Brinkman, George L.**
Micropolitan Development: Theory and Practice of Greater-Rural Economic Development. ED 141 061//
- Britton, Gwyneth E.**
For Sale: Subliminal Bias in Textbooks. ED 140 279
- Britton, James**
Context, Text, Message and Forms of Discourse. ED 140 283
- Brock, John F.**
Simulation in Maintenance Training: Now That I've Thrown Out the Bath Water, Where is the Dear Baby? ED 140 781
- Broekhoff, Jan, Ed.**
Physical Education, Sports and the Sciences: Papers Presented in Honor of H. Harrison Clarke. ED 141 288//
- Brogan, Patrick**
Children's Language Structure. Working Papers of the Language Behavior Research Laboratory, No. 15. ED 140 679
- Brooke, Ann**
Academic Library Instruction in the Southwest. ED 140 778
- Brooks, Clair Everett**
Practices and Perceptions in School-Media Relations in the Midwest. ED 140 286//
- Brooks, Lois P.**
Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities. Coordinator's Guide. ED 140 203
Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities. ED 140 204
Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. Coordinator's Guide. ED 140 199
Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. ED 140 200
- Brooks, Penelope**
Cognitive Factors in Children's Listening and Reading Comprehension: Assessment and Facilitation. Final Report. ED 140 226
- Brown, Alvin B.**
Teaching the Patterns of Life, Unit One: Consumer Education; Language Arts Program for Low Achievers, Grade 7. Revised Edition. ED 140 315
- Brown, Dion K.**
Integrated Humanities in Florida Community Colleges. ED 140 908
- Brown, Frank**
Difficulties Associated with the Application of Social Science Data in Policy Development. ED 141 209
- Brown, H. Douglas, Ed.**
A Survey of Applied Linguistics. ED 140 678//
- Brown, Lawrence L. III**
Characteristics of Low-Income Populations Under Alternative Poverty Definitions. The Measure of Poverty, Technical Paper VI. ED 141 435
- Brown, Mac Henry**
Young Children's Perception of the Reality of Television in Relation to Conservation and Sex. ED 140 287//
- Brown, William D.**
Public Law 94-142. Education for All Handicapped Children Act of 1975--Individualized Education Programs: Content and Related Issues. ED 140 557
- Bruck, Margaret**
An Ethnographic Analysis of the Language Use Patterns of Bilingually Schooled Children. Working Papers on Bilingualism, No. 13. ED 140 664
- Bryant, EuDell H.**
Food Production and Services. Performance Objectives. Criterion Measures. Home Economics. ED 139 935
- Bucky, Steven F.**
The 1976 Evaluation of the Navy's Alcohol Rehabilitation Programs. ED 140 146
- Budig, Gene A., Ed.**
Dollars and Sense: Budgeting for Today's Campus. ED 140 736//
- Budke, Wesley E.**
Index of Military Curriculum Materials Related to Civilian Vocational Programs. ED 140 095
Military Curriculum Materials Identification, Selection, and Acquisition Strategies and Procedures. ED 140 094
Military Curriculum Materials Utilization in Vocational Education. Final Report. ED 140 014
- A System to Provide Military Curriculum Materials to Civilian Vocational and Technical Educators. ED 140 096
- Buffmire, Judy Ann**
Special Education Delivery Alternatives: Changes Over Time in Teacher Ratings, Self-Image, Perceived Classroom Climate and Academic Achievement Among Handicapped and Nonhandicapped Children. Revised. ED 140 565
- Buktenica, Norman A.**
A Transactional Approach to Competency-Based Training. ED 140 166
- Bumstead, James G., Comp.**
Annual National Leadership Development Seminar for State Directors of Vocational Education (7th, Columbus, Ohio, September 24-26, 1974). Improving Vocational Curricula in Local Education Agencies. Leadership Training Series No. 42. ED 140 100
- Bunch, Edwood**
Metals. Industrial Arts. Performance Objectives. Junior High School. ED 139 973
Woods. Industrial Arts. Performance Objectives. Junior High School. ED 139 978
- Buncher, Judith F., Ed.**
The School Busing Controversy: 1970-75. ED 140 420//
- Bunt, Don D.**
ICIM, Individualized, Competency Based, Instruction in Mathematics: Basic Mathematical Skills. Chicago State University Mathematics Remediation Program. ED 141 088
- Burdin, Joel L.**
Toward Challenging Peaks: Education Personnel for Alternative Futures. ED 141 311
- Burgess, Sharon S.**
Hooked on Exercise: A Psycho-Biological Explanation. ED 141 300
Stimulus-Seeking, Extraversion, and Neuroticism in Regular, Occasional, and Non-Exercisers. ED 141 301
- Burgess-Kohn, Jane**
The Father's Adjustment as a Single Parent. ED 140 165
- Burns, Allan F.**
World View and Educational Change: A Study of Time in a Small School District. ED 141 035
- Bursalioglu, Ziya**
Competencies of the Educational Administrator: A Study of the Competencies of the Principals of Normal Schools in Turkey. ED 140 461
- Bursuk, Laura**
Let's Teach Reading Better! 20 Suggestions for Lessons on Specific Reading Skills. ED 140 257
- Burton, Elsie C.**
The New Physical Education for Elementary School Children. ED 141 282//
- Bush, Robert N.**
Microteaching: A Selected Bibliography. ED 141 266
- Butler, David Conway**
The Effects of Reverse Instructional Sequencing and Elicited Verbalization on Learning a Problem Solving Algorithm. ED 140 961
- Butts, Michael Vern**
Transportation Alternatives for the Physically Limited and Elderly. ED 140 418

- Call-Himwich, Eileen**
An Assessment of Lesson Review as a Formative Evaluation Tool. ED 140 775
- Calomeris, Peter J.**
Foreign and Domestic Accomplishments in Magnetic Bubble Device Technology. Computer Science & Technology. ED 140 814
- Calovini, Gloria, Ed.**
Mainstreaming the Visually Impaired Child. ED 140 540
- Cambourne, Brian L.**
Reading in Different Kinds of Australian Children. ED 140 269
- Cambre, Marjorie A.**
The Origins of Formative Evaluation Techniques for Film and Television: A Historical Analysis. ED 140 787
- Campbell, Guy**
Electronics Technology. Performance Objectives. Basic Course. ED 139 938
Radio and Television Servicing. Intermediate Course. ED 139 936
- Campbell, John P.**
Structures for Organizational Effectiveness Criteria and Their Implications. ED 140 124
- Campbell, Lloyd P.**
Inner-City Teachers More Authoritarian. ED 141 303
- Campbell, Mindy**
A Piagetian-Based Curriculum for Toddlers. ED 140 936
- Cardoze, Steven D.**
Formal Participation and Control in Community Colleges. ED 140 898
- Carey, James Otto**
The Effects of a Mnemonic on Retention of Verbal Information from Meaningful Prose. ED 140 288//
- Carlin, Thomas**
Analytical Support for Cost-of-Living Differentials in the Poverty Threshold. The Measure of Poverty, Technical Paper XV. ED 141 433
- Carney, Mary Margaret**
A Study of the Relationships of Selected Personal and Professional Characteristics to Change, Non-Change, and Value-Interest Orientations of Professional Adult Educators. ED 140 006
- Caro, Paul W.**
Some Factors Influencing Transfer of Simulator Training. ED 139 984
- Carpenter, John**
Rationale for and Effects of Utilizing Both Qualitative and Quantitative Analyses in a Naturalistic Research Project. ED 140 000
- Carrier, Romain**
Social Studies: Indians of Canada. Curriculum Unit on Indians of Canada for the Fifth Grade. ED 141 030
- Carson, Warren B.**
Alternative Measures of Local Wealth and Effort. ED 140 476
- Carsrud, Alan L.**
Sex and Sex-Role Orientation as Determiners of Preference for Humorous Statements: A Test of Hobbes Superiority Theory of Humor. ED 140 123
- Carter, Thomas G., Sr.**
Auto Mechanics. Performance Objectives. Basic Course. ED 139 948
- Casimir, Fred L.**
A Multicultural Perspective of Human Communication. ED 140 629
- Cassara, Beverly B.**
The Career Pathways, Attitudes and Aspirations of Professional Women in Higher Education Institutions in West Berlin, Germany. A Replication of a Study Carried Out in Washington, D.C. by Gloria Freeman. ED 140 005
- Catoline, James E.**
Software for Managing the Process of Manpower Training for Economic and Industrial Development. ED 140 845
- Caylor, Mary Jane**
Delinquency Prevention Center Program. ED 140 578
- Celce-Murcia, Marianne**
Phonological Factors in Vocabulary Acquisition: A Case Study of a Two-Year-Old, English-French Bilingual. Working Papers in Bilingualism, No. 13. ED 140 662
- Celotti, Lynn D.**
"Loose Coupling" and the School Administrator; Some Recent Research Findings. ED 140 436
- Centra, John A.**
Faculty Development Practices in U.S. Colleges and Universities. ED 141 382
- Certo, Samuel C.**
Interpersonal Skill Development: The Experiential Training Unit (ETU) and Transfer of Training. ED 140 360
- Cervero, Ronald**
An Evaluation of the Effectiveness of Instructional Television for GED Preparation. ED 139 990
- Chachere, Ernest G.**
"How" You Say Is What You Are: A Study of Adolescent Language Valuation. ED 140 326
- Chapple, Eliot D.**
Adolescent Sociopaths. Revised. ED 140 551
- Charbonneau, Manon P.**
Learning to Think in a Math Lab. ED 141 112
- Cheek, William Edward**
Societal Factors in the Teaching of Chemistry. ED 141 069
- Chipman, Susan F.**
Sensitivity to Visual Structure. ED 140 939
- Chitayat, Linda**
Computer-Assisted Guidance in New York City High Schools: A Demonstration of Feasibility and Impact on Students. ED 140 150
A Continuation of the Demonstration of Computerized Occupational Information Dissemination in Four Urban Community Colleges. ED 140 149
- Chock, Mona K.O.**
Career Education. Administrators and Counselors Implementation Model. Module I: Career Education Information. ED 140 040
Career Education. Administrators and Counselors Implementation Model. Module III--Teacher Information and Orientation for Administrators. (3.1) Identify Change Strategy. ED 140 042
Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.1) Develop Plans for Curriculum Preparation and Infusion. ED 140 043
Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.2) Plans for Resource Allocation. ED 140 044
- Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.3) Plans for Scheduling.** ED 140 045
- Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.4) Plans for Community Involvement.** ED 140 046
- Career Education. Administrators and Counselors Implementation Model. Module V--Implementation. (5.1) Supervision of Teaching.** ED 140 047
- Career Education. Administrators and Counselors Implementation Model. Module V--Implementation. (5.2) Curriculum Evaluation.** ED 140 048
- Career Education. Administrators and Counselors Implementation Model. Module VI--Evaluation of Career Education (Administrator).** ED 140 049
- Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii. Phase IV. Final Report.** ED 140 039
- Christensen, Genelle**
How Can Teacher In-Service Be Made Effective in a Rural State? ED 140 573
- Christiansen, Monty L.**
Park Planning Handbook. Fundamentals of Physical Planning for Parks and Recreation Areas. ED 141 279//
- Citro, Connie**
Inventory of Federal Data Bases Related to the Measurement of Poverty. The Measure of Poverty, Technical Paper IX. ED 141 429
- Claerbaut, David**
Ethnicity in the American University System. ED 141 471
The Liberal Arts College: Desegregation without Integration. ED 141 239
- Clarenbach, Kathryn F.**
Handbook for Commissions on the Status of Women. ED 140 164//
- Clark, Donald M.**
Industry-Education Collaborative Efforts in Youth Employment. ED 139 918
- Clay, Rex J.**
A Test of the Homogeneity Thesis of the Culture of Poverty Theory: Characteristics of Disadvantaged Farm Families. Tech. Bul. No. 248, December 1975. ED 141 009
- Clelland, Richard**
Comprehensive System of Personnel Development and the Implementation of P. L. 94-142: Issues and Problems. ED 140 556
- Clifford, William B.**
Recent Population Trends in North Carolina and the Southern Region: 1970-1975. Progress Report Soc. 64, 1977. ED 141 020
- Clonts, Howard A.**
A Comparison of Citizen and Leader Perceptions of Selected Quality of Life Indicators. ED 141 033
- Coe, Richard D.**
The Sensitivity of the Incidence of Poverty to Different Measures of Income: School-Aged Children and Families. The Measure of Poverty, Technical Paper XVII. ED 141 434
- Coffman, William E.**
A Study of the I Don't Know Response in Multiple-Choice Tests. Iowa Testing Programs Occasional Papers, No. 5. ED 141 371
- Coger, Leslie Irene**
Interpreters Theatre: Theatre of the Word.

- Cohen, Elaine Landau**
A Case Study of the Implementation of an Integrated Language-Experience Approach in an Elementary School.
ED 140 365
- Cohen, Lee**
Short-Term Adult Re-Training for Unemployed/Underemployed Persons (Start-Up).
ED 140 308//
- Cohen, Shirley**
Educating Severely Handicapped Children and Youth: Highlights of the 70's. A Selected Bibliography.
ED 140 514
Fostering Positive Attitudes Toward the Handicapped: A Selected Bibliography of Multimedia Materials.
ED 140 515
Instructional Materials: A Bibliography for Their Selection, Evaluation and Use.
ED 140 516
- Cohen, Shirley, Koehler, Nancy**
A Selected Bibliography on Attitudes Toward the Handicapped.
ED 140 517
- Cohen, Wilbur J.**
Needed Federal Policy in Education for Century III. Occasional Paper No. 24.
ED 139 985
- Cohn, Elchanan**
Input-Output Analysis in Public Education.
ED 140 425//
- Colby, Pamela G.**
Providing Career Guidance for Young Women. Coordinator's Guide.
ED 140 201
Providing Career Guidance for Young Women.
ED 140 202
- Coleman, D. R.**
A Theoretical Approach for Internal Allocation of Academic Personnel Resources.
ED 140 691
- Coll, Cynthia Garcia**
Differences in Brazelton Scale Performance Between Puerto Rican and North American White and Black Newborns.
ED 140 984
Facilitating a Positive Interaction Between Parent and Infant in the Neonatal Intensive Care Unit.
ED 140 971
- Collins, Barry E.**
Transmission and Compliance with Expectations in a Simulated Supervisor-Worker Interaction.
ED 140 137
- Collins, W. Andrew**
Temporal Integration and Inferences About Televised Social Behavior.
ED 140 962
- Comfort, Allen**
Residential and Racial Trends for the School-Age Population and Public School Teachers in Louisiana. Bulletin Number 697.
ED 141 317
- Comstock, George**
Television and Alcohol Consumption and Abuse. Rand Paper Series No. P-562L.
ED 140 163
- Conger, Darius**
New Directions in Higher Education.
ED 140 705
- Conley, Houston**
Desegregation Dilemma and Its Impact on the Quality of Life for Black Americans - Year 2000.
ED 141 450
Implementing English Programs in Alternative Schools.
ED 140 356
- Cook, Donna Lee Logsdon**
A Comparison of the Content of English Methods Courses with the Needs of Beginning Secondary School English Teachers.
ED 140 307//
- Cook, James B.**
Identification of Leadership and Pictures of the Power Structure.
ED 141 040
- Cook, Katherine M.**
Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas. Being Chapter V of Volume I of the Biennial Survey of Education in the United States: 1934-36. Bulletin, 1937, No. 2 (Advance Pages)
ED 141 054
- Cook, Linda**
The Factors Underlying Sex Role Perception and Their Implications for Educators and Counselors.
ED 140 122
- Cooke, Robert A.**
Formal Participation and Control in Community Colleges.
ED 140 898
- Cook-Gumperz, Jenny**
Papers on Language and Context. Working Papers of the Language Behavior Research Laboratory, No. 46.
ED 140 672
- Cooley, William W.**
Need for Research in Education.
ED 140 494
- Coombe, Edmund**
Vocational and Career Education for the Handicapped: Training the Classroom Teacher. Project T.H.O.R.
ED 140 579
- Coon, Herbert L.**
Population Education Activities for the Classroom.
ED 141 178
- Cooper, James M.**
Self-Assessment Instrument for Twenty School Based Teacher Educator Competencies.
ED 141 292
- Cooper, James M., Ed.**
Objectives, Indicators of Attainment, and Assessment Criteria for Twenty School Based Teacher Educator Competencies.
ED 141 291
- Cooper, John D.**
Professional Development Plan, Lansing Community College, 1976-1977.
ED 140 923
- Cooper, John E.**
The Politics of Local Public Education: Some Problems With Power Analysis.
ED 141 295
- Copeland, William C.**
Audit-Proof Contracting for Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 3.
ED 140 941//
Obtaining Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 2.
ED 140 940//
- Cormany, Robert**
Getting Started: A Guide to Writing Your Own Curriculum. The Pennsylvania Guide for Instructional Improvement through Career Education. Organizational Volume.
ED 139 927
- Cornett, Joe D.**
Open School Evaluation System.
ED 140 448//
- Corson, Walter**
A Study of Recipients of Federal Supplemental Benefits and Special Unemployment Assistance. Final Report.
ED 139 923
- Coscarelli, William C.**
Inquiry in Development: Efficiency and Effectiveness of Algorithmic Representations in a Laboratory Situation.
ED 140 789
- Cotler, Stephen R.**
Architectural Accessibility for the Disabled of College Campuses.
ED 140 438
- Coughenour, C. Milton**
Transfer of Decision Making and Farm Tasks from Father to Son in Father-and-Son Farming Arrangements. RS-51, August 1976.
ED 141 023
- Cousins, Jack**
Social Studies Skills and National Assessment.
ED 141 237
- Covert, James T.**
A Point of Pride: The University of Portland Story.
ED 140 748//
- Covert, Timon**
Educational Achievements of One-Teacher and of Larger Rural Schools. Bulletin, 1928, No. 15.
ED 141 052
Rural School Consolidation. A Decade of School Consolidation with Detailed Information from 105 Consolidated Schools. Pamphlet No. 6, June 1930.
ED 141 055
- Cowley, W. H.**
Three Curricular Conflicts.
ED 140 702
- Craig, Ouida Lanier**
The Teen-Age Years: A Time to Declare Independence.
ED 140 576
- Cresswell, Anthony M.**
Education and Collective Bargaining. Readings in Policy and Research.
ED 140 421//
- Criper, Clive**
Research on Spoken Language in the Primary School; A Report to the Scottish Education Department.
ED 140 348
- Cristan, Anita**
A Classification Scheme for Textbook Collections in Teaching Materials Centers.
ED 140 813
- Criswell, Larry W.**
The Explicit and Implicit Organizational Structures for the Collective Bargaining Process under the California Legislation.
ED 140 412
- Crockenberg, Susan B.**
The Effects of Cooperative Learning Environments on Conformity in School-Age Children.
ED 140 979
- Cromartie, Sue W.**
Teacher Perceptions of and Reactions to Field Based Programs in Early Childhood, Elementary, and Middle School Education at the University of Georgia, 1973-74.
ED 141 305
- Crowe, Walter C.**
Laboratory Manual in Adapted Physical Education and Recreation.
ED 141 285//
- Cuban, Larry**
Determinants of Curriculum Change and Stability, 1870-1970.
ED 141 224
- Cubit-Swoyer, Donna**
Workshop in Providing Equal Career Opportunities.
ED 140 061
- Cuchens, Barbara Dianne**
Relationships between Affective Measures and Reading Success of Low Income Black Children.
ED 140 230//
- Cudnick, Ted M.**
Higher Education and Management Information Systems.
ED 140 695

- Culhane, P. T.**
An Attempt to Classify and Evaluate Distractors in Tests of Listening and Reading Comprehension.
ED 140 645
- Cummins, James**
Immersion Education in Ireland: A Critical Review of Macnamara's Findings. Reply to Dr. Cummins. Reply to the Reply. Working Papers on Bilingualism, No. 13.
ED 140 666
- Cundiff, D.**
Walking Versus Jogging in Stages III and IV of the Bruce Treadmill Test.
ED 141 302
- Cunningham, Luvern L., Ed.**
Educational Administration: The Developing Decades.
ED 140 422//
- Cunningham, Phyllis M.**
An Evaluation of the Effectiveness of Instructional Television for GED Preparation.
ED 139 990
- Cunningham, William G.**
A Diagnostic/Prescriptive System to Aid in the Treatment of Behavioral Disorders.
ED 140 597
- Curran, Faye**
Accountability in Tutorial Programs.
ED 140 214
- Curran, John**
Harrison County Teacher Education Center Needs Assessment Survey: A Second Look.
ED 141 310
- Curran, Ronald G.**
Chapter 766: An Analysis of Year One.
ED 140 522
- Curry, Denis**
Higher Education Enrollments: Community Colleges, Fall, 1976. Report No. 77-11A.
ED 140 885
- Curry, Denis J.**
Summary Report, 1974-75 Unit Expenditures Study.
ED 140 879
- Curtis, Carroll A.**
Research and Development Project in Career Education. Final Report.
ED 139 906
- Curtis, Joseph E.**
Creative Administration in Recreation and Parks.
ED 141 343//
- Curtis, Ron**
Media Competency.
ED 140 812
Understanding the Media.
ED 140 811
- Curtis, Thomas E.**
A Tri-Level Study of Arts Education: Report to the "Arts, Education and Americans Panel."
ED 141 257
- Cusano, Bernard**
Reading and Language, School Year 1975-1976.
ED 141 484
- Cusumano, Vincent**
The Influence of State and Federal Aid on the Demand for Educational Opportunity in Kentucky.
ED 140 433
- Dabbs, James M., Jr.**
Less Eye Contact When Closer? Depends Upon Your Partner's Sex.
ED 140 185
Sequential Analysis of Visual and Verbal Behavior During Dyadic Conversation.
ED 140 141
- D'Amico, Joseph J.**
SEARCH: An Individualized Social Education Curriculum.
ED 141 252
- Dana, Jane**
A Resource Unit in Film. Bulletin No. 7087.
ED 140 313
- Daniele, Susana M.**
Models in Bilingual-Bicultural Education: the Community College of Philadelphia Experience.
ED 141 461
- Daniels, William**
Adolescent Research Opinion and National Youth Policy: What We Know and What We Don't Know.
ED 140 151
- Danley, Raymond R.**
Assessment of Student Achievement. A Survey of the Assessment of Student Achievement in Ontario.
ED 141 403//
- Danziger, Sheldon**
Conference on the Trend in Income Inequality in the U.S. Part I, Trends in Inequality of Well-Offness in the United States since World War II. Part 2, Conference Overview: Conceptual Issues, Data Issues, and Policy Implications.
ED 141 457
- Darsey, James**
Escalation of Agitative Rhetoric: A Case Study of Mattachine Midwest, 1967-1970.
ED 140 358
- Davies, Alan**
Research on Spoken Language in the Primary School; A Report to the Scottish Education Department.
ED 140 348
- Davies, Don**
Citizen Participation: Quality and Impact.
ED 140 489
- Davies, J. L.**
Institutional Analysis and Planning in Higher Education.
ED 140 693
- Davies, Jim**
National Foundation for Educational Research in England and Wales. Information Services.
ED 140 820
- Davis, Cynthia L.**
Institutional Research in Georgia Junior Colleges.
ED 140 913
- Davis, Ethelyn, Comp.**
Teaching Sociology: A Bibliography. Second Edition, June 1977.
ED 141 255
- Davis, Jerry S.**
The Ways and Means: A Study of the Needs and Resources of Students Enrolled in United Negro College Fund Member Institutions. Research Report Vol. 2, No. 1.
ED 140 757
- Davis, John**
Service Station Attendant. Performance Objectives. Basic Course.
ED 139 949
- Davis, John E.**
The Impact of Semestering on Selected Secondary Schools in Ontario. Semestering in Secondary Schools.
ED 140 488//
Poetry as Motivation for Reading.
ED 140 223
- Dawes, Kenneth J.**
Parent-Child Relationships Parental Role Models and Reference Others--Their Joint Impact on Juvenile Delinquency.
ED 140 107
- Day, Ruth S.**
Verbal Fluency and the Language-Bound Effect.
ED 140 346
- Days, Drew S., III**
Can the Enforcement of Civil Rights Laws Protect Minority Gains in Higher Education During a Period of Retrenchment?
ED 140 709
- Deal, Terrence E.**
"Loose Coupling" and the School Administrator; Some Recent Research Findings.
ED 140 436
Using Survey Feedback in a Small Alternative High School. Research and Development Memorandum No. 148.
ED 140 437
- De Castro, Bruce**
An Analysis of U.S. Foreign Direct Investment Policy and Economic Development. A.I.D. Discussion Paper No. 36.
ED 141 226
- Dederick, Warren E.**
Interpersonal Values of Intellectually Gifted Adolescent Females: Single-Sex or Co-Education?
ED 140 523
- DeGood, Douglas E.**
Stress Testing Recovery EMG for Evaluation of Biofeedback and Progressive Muscle Relaxation Training Effects.
ED 141 338
- DeGraff, Alfred H.**
Architectural Accessibility for the Disabled of College Campuses.
ED 140 438
- Dehnert, Edmund**
A Contemporary Course in the Humanities for Community College Students. [Optional Sequences]
ED 140 893
- Delseach, Donal**
Family Life Education in Canadian Schools.
ED 141 228
- Delgado, Steven**
Programs for Fundamentals of Chemistry.
ED 141 139
- Delon, Floyd G.**
Reasonable Cause for Dismissal of Teachers.
ED 140 455
- Dembinski, Raymond J.**
What Parents of the Learning Disabled Really Want to Get from Professionals.
ED 140 542
- Dembo, Richard**
Drug Abuse Prevention: The Awareness, Experience, and Opinions of Junior and Senior High School Students in New York State. Report No. 2 of Winter 1974/75 Survey.
ED 140 174
- Dengler, Mary**
What Children Read in China. Occasional Paper No. 77-6.
ED 141 243
- Denker, Eleanor Rubin**
Teaching Numeric Concepts to Spanish-Speaking Second Graders: English or Spanish Instruction?
ED 140 636
- Dennis, J. Richard**
Computer Classification of Triangles and Quadrilaterals--A Challenging Application. Illinois Series on Educational Applications of Computers. Number 19.
ED 140 774
- Dent, Bordon D., Ed.**
Census Data: Geographic Significance and Classroom Utility. NCGE Pacesetters in Geography Series. No. 2.
ED 141 190
- Denteh, A. C.**
Spoken Twi For Non-Twi Beginners.
ED 140 609
- Denteh, A. Crakye**
Spoken Fante for Non-Fante Beginners
ED 140 608
- Deseran, Forrest A.**
Community Satisfaction as Definition of the Situation: Some Conceptual Issues.
ED 141 223
- Dewberry, Robert Preston**
Reading Interests, Habits, and Attitudes of Eleventh Grade Students in Montgomery, Alabama.

- ED 140 215//
- de Wolf, Virginia A.**
Time to Advanced Degree: A Profile of Recent Advanced Degree Recipients.
ED 140 762
- Disinger, John, Ed.**
Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs.
ED 141 185
- Dobson, William R.**
On Selecting Graduate Psychology Students: A Tentative Proposal.
ED 141 414
- Dodson, Jualynne**
Black Stylization and Implications for Child Welfare. Final Report.
ED 141 423
- Dolly, John P.**
The Effect of Using Different Levels of Research Purpose Information to Comply with Ethical Guidelines in Classroom Research.
ED 141 199
- Donaldson, Gordon A., Jr.**
Education Vouchers in New Hampshire. An Attempt at Free Market Educational Reform.
ED 140 392
- Donlan, Dan**
The Effect of Illustrations on Children's Non-verbal Responses to Literature.
ED 140 332
- Donovan, Richard A., Comp.**
Bronx Community College: National Project II Associate. Final Report for the Fund for the Improvement of Postsecondary Education.
ED 141 470
- Doob, Heather S.**
Teacher Performance Contracts, ERS Research Brief.
ED 140 456//
- Doty, Charles R.**
Model for Calculating Cost per Pupil for Secondary Vocational, General and Transfer Curricula in Comprehensive High Schools, Shared Time Vocational Schools and Full Time Vocational Schools. Final Report.
ED 139 914
- Doucette, John**
Anchor Test Study: School, Classroom, and Pupil Correlates of Fifth-Grade Reading Achievement.
ED 141 418
- Douma, Elaine L.**
Food Preparation and Service. An Introductory Course for Food Services Careers.
ED 140 035
- Downing, C. L.**
Carpentry. Performance Objectives. Basic Course.
ED 139 962
- Downing, Charles**
Custodial Services and Building Maint: Performance Objectives.
ED 139 933
- Dozier, Earnestine A.**
Review of Existing Information Systems and Networks: Applicability to the Design of the SYSTEM. (A Staff Working Paper.)
ED 140 092
Utilization of Military-Developed Curriculum Materials in Civilian Vocational Programs: A School Survey.
ED 140 093
- Drake, James Bob**
"Operation New Horizons"--Right to Read--Adult Reading Academy. First Annual Report.
ED 140 055
- Dresner, Stephen B.**
Science and Society. LC Science Tracer Bulletin.
ED 141 188
- Drummond, Robert J.**
1976 Follow-up of 1970-76 College of Education Graduates. University of Maine, Orono.
ED 141 306
- Duffy, Larry B.**
Design of Training Systems. Computerization of the Educational Technology Assessment Model. Volume 1.
ED 140 852
- Duffy, Larry R.**
Design of Training Systems: Computerization of the Educational Technology Assessment Model (ETAM). Volume 2.
ED 140 853
- Duggan, Maryann**
Training the Trainers to Train for Interlibrary Cooperation and Networking. Final Report.
ED 140 801
- Duke, Daniel L.**
Professional Development and Course Improvement Through the Use of the Instructional Audit.
ED 141 368
- Duke, Daniel Linden**
Personalizing Professional Development: An Overview of Five Instructional Audits.
ED 141 367
- Dumont, Fred J.**
Report of an Assessment of the Educational Needs of Northern Albertans, 1976.
ED 140 998
- Dunham, Virginia**
Counseling in the Elementary Feeder Schools.
ED 140 162
- Dunlap, Riley E.**
Sociological and Social-Psychological Perspectives on Environmental issues: A Bibliography.
ED 141 189
- Dunn, Pierre**
Management by Objectives. ACSA School Management Digest, Series 1, No. 6. ERIC/CEM Research Analysis Series, Number 33.
ED 140 381
- Durr, William K.**
Teaching Strategies for Developing Comprehension Abilities.
ED 140 224
- Duryea, E. D.**
Collective Bargaining: Impact on Governance.
ED 140 772
- Dussault, Rene**
Reform of the Professions in Quebec.
ED 140 713
- Dyer, Henry S.**
The Interview as a Measuring Device in Education.
ED 141 410
- Dziuban, Charles**
Level and Remedy in School Desegregation Research.
ED 141 472
- Eadie, William F.**
Training Undergraduates in Organizational Communication.
ED 140 371
- Eager, Nancy B., Comp.**
Due Process in Special Education: Resource Book.
ED 140 520
- Earles, James A.**
Assessment Centers: An Annotated Bibliography.
ED 141 408
- Eaton, William W.**
Fossil Energy: Oil.
ED 141 187
- Eckland, Bruce K.**
High School Context, College Quality, and Educational Attainment: Institutional Constraints in Educational Stratification. Johns Hopkins University Center for Social Organization of Schools Report No. 214.
ED 140 169
- Eckstein, Daniel**
A Follow-Up Study of Liberal Arts Graduates from a Women's College.
ED 140 121
- Eddy, Peter A., Comp.**
ERIC Documents on Foreign Language Teaching and Linguistics: List No. 17. CAL-ERIC/CLL Series on Languages and Linguistics, No. 54.
ED 140 616
- Edelstein, Terry**
Development of a Milieu Intervention Program for Treatment of Emotionally Disturbed Deaf Children.
ED 140 589
- Edwards, Barbara Ann**
The Effect upon Comprehension of the Presence and Type of Cognitive Organizer and of the Syntactic Structure of Recall Questions.
ED 140 231//
- Eckhoudt, Jeannette**
Time to Advanced Degree: A Profile of Recent Advanced Degree Recipients.
ED 140 762
- Ehly, Stewart**
Peer Tutorial Models.
ED 140 592
- Ehri, Linnea C.**
Word Learning in Beginning Readers and Pre-readers.
ED 140 248
- Eichman, Barbara**
A Selective Bibliography of Audio-Visual Materials Reflecting a Civil Liberties Theme.
ED 140 794
- Elerick, Charles**
The Bilingual Lexicon and Linguistic Innovation.
ED 140 630
- Ellison, Joan McCarty**
Effecting Bidialectal Shift in Speakers on Non-standard English through a Sequenced Curriculum.
ED 140 311//
- Ellis, Dormer**
Twenty-One Years in the Lives of 444 Men.
ED 140 004
- Ellis, John R.**
Human Values in Medical Education. Annual Oration of the Society for Health and Human Values.
ED 141 184
- Ellis, Ronald S.**
Student-Parent Activities Center, June 1976.
ED 141 487
- Ellison, Jim**
Results of the Student Skills Assessment Surveys.
ED 140 883
- Elmore, Randy F.**
Teacher Perceptions of and Reactions to Field Based Programs in Early Childhood, Elementary, and Middle School Education at the University of Georgia, 1973-74.
ED 141 305
- Elwood, Bryan C.**
Effectiveness of the Revised Ontario School Record System.
ED 141 402//
- Emerson, Robert D.**
Florida Agricultural Labor and Unemployment Insurance. Bulletin 767, January 1975.
ED 141 038
Migration and the Cost of Unemployment Insurance Protection for Agricultural Workers. Bulletin 760(Technical); NE-58 Research Bulletin, October 1973.
ED 141 037
- Emerton, R. Greg**
A Study of Attitudes Toward Deafness and Its Implications for Mainstreaming.
ED 140 524
- Emmert, Philip, Ed.**
Communication and Growth Promoting Behavior.
ED 140 377

- Endler, Norman S.**
The Interaction Model of Anxiety: Some Possible Implications.
ED 141 296
- Eriksen, E. Gordon**
Reference Groups and Significant Others: Toward an Interface.
ED 140 111
- Erickson, Donald A.**
Recent Enrollment Trends in U.S. Nonpublic Schools: Final Report to the National Institute of Education.
ED 140 504
- Erickson, Kathy Baker**
Energy in the Classroom, Vol. I, Activities Guide for K-3.
ED 141 065//
Energy in the Classroom, Vol. II, Activities Guide for 4-7.
ED 141 066//
Energy in the Classroom, Vol. III, Activities Guide for 8-12.
ED 141 067//
- Esterline, Bruce H.**
Coordination: A Conceptual Model and Practical Consideration.
ED 140 460
- Estrine, Lewis**
Assessment of Computer Assisted Instruction as a Tool for Advancing Adult Learning.
ED 140 073
- Ettinger, Ronald F.**
Interpersonal Attraction in a Seven-Person Mixed-Motive Game: Nobody Likes a Loser.
ED 140 161
- Eun, Bong-soo**
Residential Behavior Therapy Treatment as an Intensive Care Approach to the Development of Community Competence.
ED 140 598
- Eustace, Rowland.**
Power and Authority in British Universities.
ED 140 742//
- Euster, Joanne R.**
Community College Library Cooperation: A Behavioral and Dynamic Model.
ED 140 818
- Evans, Charles L.**
Elementary Magnet Plan Evaluation, 1975-76.
ED 140 496
- Evans, Francis B.**
Public Opinions About Education: A Statewide Poll of Wisconsin Residents.
ED 140 406
- Even, Brenda B.**
Career Education: The Consultant Approach.
ED 140 033
- Fagan, Sharon K.**
Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume 2, Interim Final Report.
ED 140 682
Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume I: Interim Final Report.
ED 140 683
- Falender, Carol**
A Piagetian-Based Curriculum for Toddlers.
ED 140 936
- Falender, Carol A.**
Simulation of an Infant Daycare Setting: Implementation and Evaluation.
ED 140 937
- Falk, William W.**
Residential and Racial Trends for the School-Age Population and Public School Teachers in Louisiana. Bulletin Number 697.
ED 141 317
- Fallon, Ruth**
Adult Basic Education Follow-Up Study.
ED 139 997
- Farling, William H.**
School Psychology 1976: Old Problems and New Opportunities.
ED 140 160
- Farmer, James A., Jr.**
Alternative Patterns for Strengthening Community Service Programs in Institutions of Higher Education. A Study of the Residual Effects of Federal Developmental Funding through Title I, HEA, 1965
ED 140 760
- Farrell, Thomas, Ed.**
Accountability and Responsibility in Governmental-Political Communication: A Selected Annotated Bibliography.
ED 140 376
- Faust, Russell Weidner**
An Investigation of Relationships Between Fifth Grade Students' Perception of the Physical Classroom Environment and Observed Environmental Factors.
ED 140 469//
- Feaster, Anne**
Graduate Credit Contract Course as a Flexible Model for Inservice Design.
ED 141 309
- Featherman, David L.**
Racial Stratification and Socioeconomic Change in the American North and South. Discussion Paper #377-76.
ED 141 454
- Fein, Greta G.**
The Social Context of Mother-Infant Relations: A Study of Home Based Education.
ED 140 986
- Feinman, Saul**
Attribution of Fault to Rape Victims.
ED 140 106
- Feliciano, Gloria D.**
An Overview of Communication Research in Asia: Status, Problems and Needs. Papers of the East-West Communication Institute No. 6.
ED 140 362
- Felt, Thomas E.**
Researching, Writing, and Publishing Local History.
ED 141 236//
- Fernandez, Edward, Comp.**
Persons of Spanish Origin in the United States: March 1976. Population Characteristics, Current Population Reports.
ED 141 050
- Fielding, Joyce**
Conducting Follow-Up and Follow-Through Programs. Planning Pre-Employment Programs, Module 4.
ED 140 211
Conducting Job Development Programs. Planning Pre-Employment Programs, Module 2.
ED 140 209
Conducting Job Placement Programs. Planning Pre-Employment Programs, Module 3.
ED 140 210
Planning Pre-Employment Programs. Conducting Job Development Programs, Job Placement Programs, Follow-Up and Follow-Through Programs. Coordinator's Guide.
ED 140 207
Planning Pre-Employment Programs. Module 1.
ED 140 208
- Fielding, Marvin R.**
Conducting Follow-Up and Follow-Through Programs. Planning Pre-Employment Programs, Module 4.
ED 140 211
Conducting Job Development Programs. Planning Pre-Employment Programs, Module 2.
ED 140 209
Conducting Job Placement Programs. Planning Pre-Employment Programs, Module 3.
ED 140 210
Planning Pre-Employment Programs. Conducting Job Development Programs, Job Placement Programs, Follow-Up and Follow-Through Programs. Coordinator's Guide.
ED 140 207
Planning Pre-Employment Programs. Module 1.
ED 140 208
- Filep, Robert T.**
A Synthesis of the Final Reports and Evaluations of the ATS-6 Satellite Experiments in Health, Education and Telecommunications.
ED 140 783
- Finkelstein, Neal W.**
The Effects of Responsive Stimulation in Early Infancy.
ED 140 951
- Fischer, Joan, Ed.**
9 Questions on New Jersey State Testing on Reading: Proceedings of the Spring 1975 Rutgers University Reading Conference.
ED 140 261
- Fischer, Norman M.**
Summary Report, 1974-75 Unit Expenditures Study.
ED 140 879
- Fisher, C. Daniel**
Engaged Couples' Reactions to a Marriage Contract.
ED 140 159
- Fisher, Charles F.**
Proposal of a Working Idea for a National Academy for Leadership Development in Post-secondary Education.
ED 140 703
- Fisher, Franklin G., Jr.**
Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume I, Summary Volume.
ED 140 114
Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume II, Technical Volume.
ED 140 115
Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume III, Case Study Reports.
ED 140 116
- Fitzgerald, Joseph R.**
Demonstration of Activities Designed to Promote Cognitive Growth.
ED 140 585
- Flaim, Paul O.**
New Labor Force Projections to 1990. Special Labor Force Report 197.
ED 140 020
- Flint, Dorothy L.**
Some Relationships between Maternal Variables, Reading Achievement and I.Q. for Low SES Black First Graders.
ED 140 273
- Fluegelman, Andrew, Ed.**
The New Games Book. Play Hard, Play Fair, Nobody Hurt.
ED 141 268//
- Fogarty, James S.**
Emerging Trends in Court Rulings Affecting Daily Operations of the Schools.
ED 140 480
- Fogel, Barbara R.**
Design for Change. Higher Education in the Service of Developing Countries. A Handbook for Planners.
ED 140 771
Higher Education and Social Change. Promising Experiments in Developing Countries. Volume I: Reports.
ED 140 745//
- Folsom, J. B.**
Montana English Teacher Preparation and Needs, 1973 State-Wide Survey. Interim Report.
ED 140 299
- Fontaine, Diane**
What Makes a Good Alcohol Counselor?
ED 140 120
- Ford, Gerald R.**
Bringing the World of Work and the Institutions of Education Closer Together. Two Commencement Addresses at The Ohio State University. Occasional Paper No. 28.
ED 140 102
- Foreman, J. L.**
A Bicentennial Horizons Project: The "Mini"-Sabbatical Concept.
ED 141 327

- Forrester, Gene**
Course Outlines in Vocational Agriculture.
Research Project. ED 140 080
- Fortune, Jim C.**
Professional Licensing and Certification: Part I,
Current Status and Methodological Problems of
Validation. Part II, Analysis of Testing
Procedures and Their Implementation for Prac-
tice. ED 141 380
- Fowler, Carol**
Daisy Hooee Nampeyo, The Story of an Amer-
ican Indian. ED 140 997//
- Fowler, H.**
[An Act Concerning Teacher Certification for
the State of Colorado; Senate Bill No. 43.]
ED 141 330
- Fox, G. Thomas, Jr.**
Limitations of a Standard Perspective on Pro-
gram Evaluation: The Example of Ten Years of
Teacher Corps Evaluations. ED 141 387
- Fox, Greer L.**
Family and Sex Roles: A Theoretical Integra-
tion. ED 140 158
- Franchak, Stephen J., Ed.**
Research & Information on Employment &
Training. Proceedings of a Symposium
(Hershey Convention Center, Hershey,
Pennsylvania, October 14-15, 1976).
ED 140 026
- Franklin, Bill**
Departments and Department Chairs: Organiza-
tional and Administrative Influences on Un-
dergraduate Teaching. An Annotated Bibliog-
raphy. On Teaching Undergraduate Sociology.
ED 140 701
- Fredrick, David L.**
Career Counseling and Placement. Columbia
City School System, Columbia, Mississippi.
Final Report. ED 139 922
- Freed, Jude**
Program Enrollment: 1972-1976. Research Re-
port 77-02. ED 140 890
- Freeman, William H.**
Physical Education in a Changing Society.
ED 141 281//
- Freiden, Alan**
Studies in Income Distribution. Internal Rates
of Return to Retired Worker-Only Beneficiaries
under Social Security, 1967-70. No. 5.
ED 140 058
- Frey, William P.**
The Impact of the Implementation Experience
on an Educational Innovation. ED 140 497
- Frohlich, Maria**
Aspects of Second Language Learning in Class-
room Settings. Working Papers on Bilingualism,
No. 13. ED 140 661
- Frost, Joe L.**
Educating Teachers for the 1980's: Toward a
New School. ED 141 356
- Frost, Joe L., Comp.**
Developing Programs for Infants & Toddlers.
ED 140 954
- Fullerton, Howard N., Jr.**
New Labor Force Projections to 1990. Special
Labor Force Report 197. ED 140 020
- Funk, Patricia E.**
Class-Inclusion: An Analysis of Responses
Under Concrete and Verbal Presentation.
ED 140 987
- Fusco, Carol B.**
Individually Prescribed Program of Instruction
for Pupils Who Are Orthopedically Hand-
capped. ED 140 558
- Gable, Robert A.**
Effect of a Combined Celeration - Error Analy-
sis: Procedure on Oral Reading Performance.
ED 140 570
- Gadberry, Sharon**
Television Viewing and School Grades: A
Cross-Lagged Longitudinal Study. ED 140 973
- Gaffney, Philip**
Field Work and Internship: A Description and
Guidelines. ED 140 105
- Gage, N. L.**
The Nature of the Evaluation Process. IIEP
Seminar Paper 1. ED 141 375
- Gale, Larrie E.**
QAM: A Competency Based Need Assessment
Methodology and Computer Program. ED 140 808
- Gallardo, Julio**
Programs for Fundamentals of Chemistry.
ED 141 139
- Gallup, George H.**
What the People Think About Their Schools:
Gallup's Findings. Fastback Series No. 94.
ED 141 400
- Garner, Peter W.**
Diverting Youthful Offenders Through Law En-
forcement-Social Service Collaboration. ED 140 182
- Garry, Mark W.**
The Relationships among Anomia, Attitude
toward Adult Education, and Nonparticipation
in Formal Adult Education Activities.
ED 139 999
- Gartner, Alan**
The Preparation of Human Service Profes-
sionals. ED 140 746//
- Gary, Judith Olmstead**
Why Speak If You Don't Need to? The Case
for a Listening Approach to Beginning Foreign
Language Learning. ED 140 675
- Gasek, George**
Communication and the Elderly Patient.
ED 140 132
- Gaumnitz, W. H.**
Are the One-Teacher Schools Passing? 18
Years of History. Pamphlet No. 92. ED 141 051
- Gaumnitz, Walter H.**
The One-Teacher School - Its Midcentury
Status. Circular Number 318. ED 140 992
- Gaumnitz, Walter H.**
The Smallness of America's Rural High
Schools. Bulletin, 1930, No. 13. ED 141 056
- Gaumnitz, Walter H.**
Status of Teachers and Principals Employed in
the Rural Schools of the United States. Bul-
letin, 1932, No. 3. ED 141 053
- Gauthier, William J., Jr.**
The Relationship of Various Aspects of Student
Self Concept and Selected Personal Variables
to Participation in Various Types of School Ac-
tivities. ED 140 112
- Gell, Robert L.**
Montgomery College Student Follow-up Study:
First-Time Students, Fall 1972. ED 140 921
- Gell, Robert L.**
Non-Returning Special Students: A Follow-up
Study. ED 140 926
- Gell, Robert L.**
Tertative Ten-Year Enrollment Projections,
Fiscal Years 1978-1987. (A Supplement to the
FY 1978 Capital and Operating Budgets of
Montgomery Community College) ED 140 926
- Gentner, Donald R.**
The Flow Tutor: Schemas for Tutoring. Techni-
cal Report No. 7702. ED 140 821
- Geske, Terry G.**
Resource Allocation and Time Utilization in
IGE and Non-IGE Schools. Technical Paper
No. 410. ED 140 490
- Getchell, Bud**
Physical Fitness: A Way of Life. ED 141 287//
- Gibbons, Robert D., Ed.**
Reading in Virginia, 1977; Volume 5.
ED 140 277
- Gibson, Terry A.**
Predicting Success in the AFROTC Scholarship
Program. Final Report, January 1976-January
1977. ED 141 420
- Gilford, Dorothy M.**
Doctorate Recipients from United States
Universities. Summary Report 1976. ED 140 721
- Gillespie, Jacquelyn**
Student Assessment Service: A Model for As-
sessment of Learning and Behavior Problems in
the High School. ED 140 157
- Giordano, Peggy C.**
Changing Sex Roles and Females' Involvement
in Delinquency. ED 140 156
- Glab, Edward, Jr., Comp.**
Problems and Prospects of Introducing Latin
American Studies into the Community and Ju-
nior College Curriculum. ED 140 924
- Glaser, Ann**
Diagnosis, Prescriptions, Management Systems
and the Director's Role. ED 140 219
- Glidden, Laraine Masters**
Availability and Accessibility of Information in
the Semantic Memory of Retarded and Nonre-
tarded Adolescents. ED 140 547
- Gmelch, Walter H.**
Beyond Stress to Effective Management. OSSC
Bulletin Vol. 20, Nos. 9 and 10. ED 140 440
- Gobel, Helmut, Ed.**
Education and Science in the Federal Republic
of Germany. BW 3-77 and BW 4-77. ED 141 238
- Goddu, Roland**
A Review and Evaluation of the CBTE Pro-
gram at South Carolina State University.
ED 141 278
- Godfrey, Robert**
A Review of Research and Evaluation Litera-
ture on Outward Bound and Related Educa-
tional Programs. ED 141 039
- Goeres, Ernest R.**
Compensation for Overload and Extra Contrac-
tual Services. Collective Bargaining Perspec-
tives Volume 2, Number 5. ED 140 711
- Gold, Ben K.**
Performance on the Fall 1976 L.A.C.C.
Guidance Examination. Research Study #77-7.
ED 140 919
- Golden, Gloria**
In All Fairness: A Handbook on Sex Role Bias
in Schools. ED 140 186
- Goldenberg, E. Paul**
Special Technology for Special Children: Com-
puters as Prostheses to Serve Communication
and Autonomy in the Education of Hand-
capped Children. ED 140 526

- Goldenberg, Ronald**
The Advisor: Supportive Assistance for Effective Changes in Education.
ED 141 345
- Goldhaber, Gerald M.**
ICA Communication Audit Survey Instrument: 1977 Organizational Norms.
ED 140 375
The Image of the Candidates: A Communication Analysis of the Ford/Carter Debates I, II, and III.
ED 140 359
- Goldman, Steven**
Effects of the First 1976 Presidential Debate on Candidate's Images.
ED 140 366
- Goldsbury, Paul**
American Industries. Junior Hi. Pre-Vocational. Power and Transportation.
ED 139 967
American Industries. Performance Objectives. Volume 2.
ED 139 968
American Industries. Performance Objectives. Volume 1.
ED 139 976
- Goldsmith, Harold F.**
Demographic Norms for Metropolitan, Non-metropolitan and Rural Counties. Mental Health Demographic Profile System Working Paper No. 24, July 1975.
ED 141 010
- Gonzalez, Andrew**
Content in English Language Materials in the Philippines: A Case Study of Cultural and Linguistic Emancipation.
ED 140 644
- Goodall, Leonard E., Ed.**
State Politics and Higher Education. A Book of Readings.
ED 140 733//
- Goodleaf, Wanda**
Social Studies: Indians of Canada. Curriculum Unit on Indians of Canada for the Fifth Grade.
ED 141 030
- Goodman, Libby**
Curricular Materials for Secondary Learning Disabilities Programs. Title III: Curricular Development for Secondary Learning Disabilities.
ED 140 569
- Goodman Y.**
Encouraging Young Authors and Young Readers.
ED 140 253
- Gootman, Marilyn Eisenstadt**
The Relationship between Dramatic Play and Self-Concept in Middle Class Kindergarten Children.
ED 140 289//
- Gordon, Edmund W.**
Human Diversity, Program Evaluation and Pupil Assessment; And, A Critical Review of Black Consciousness, Identity and Achievement.
ED 141 451
- Gorkom, Kris Van**
Statutory Requirements of Teacher Contract Laws: A Comparison of the 50 States' Continuing Contract and Teacher Tenure Laws.
ED 140 384
- Gould, E. Noah, Ed.**
Machine Accounting. An Instructor's Guide.
ED 140 068
- Gourley, Frank A., Jr.**
Metrics Course Outline and Resources.
ED 141 073
- Gourley, Mary**
The Relationship of Inservice Education to Program Improvement Within the Portland Consortium Training Complex.
ED 141 354
- Gowle, Cheryl J.**
What's Wrong with Complex Sentences? Children's Judgments of Unacceptable Elements.
ED 140 655
- Grabiner, Gene**
In Defense of Revisionism.
ED 141 254
- Graen, George**
Role-Making Processes and University Administration. Final Report.
ED 140 725
- Graham, Roger J.**
Observations on the Mass Media.
ED 140 296//
- Grannis, Joseph C.**
Human Diversity, Program Evaluation and Pupil Assessment; And, A Critical Review of Black Consciousness, Identity and Achievement.
ED 141 451
- Granowsky, Seena A.**
Oral Language Comprehension of Children in Grades One through Six.
ED 140 290//
- Gray, Jane D.**
Prediction and Prevention of Child Abuse and Neglect.
ED 140 533
- Gray, Kennedy E., Ed.**
Annual National Vocational Education Personnel Development Seminar. (8th, Madison, Wisconsin, October 28-31, 1974). In-Service Vocational Education Personnel Development for the 1980's. Leadership Training Series No. 43.
ED 140 082
- Gray, Martha M.**
Computers in the Federal Government: A Compilation of Statistics.
ED 140 830
- Graybeal, William S.**
Summary of Salaries Paid in Higher Education, 1975-76. NEA Research Memo 1977-1.
ED 140 718
- Greeley, Michael F.**
Teacher Self-Help Project, 1975-76 School Year.
ED 141 489
- Green, John S.**
Doing Something About Educational Failure: A System for Educational Improvement Through Community Involvement.
ED 140 449//
- Green, Margot Keith**
Responsiveness with Rigor: A Methodology for Diagnosis of Adult Education Needs through Ethnographic Research.
ED 139 991
- Greenbaum, William**
Measuring Educational Progress: A Study of the National Assessment.
ED 140 228//
- Greenberg, Bernard**
Felony Investigation Decision Model: An Analysis of Investigative Elements of Information.
ED 140 155
- Greenfield, Carol Sue**
Stimulating Parent Involvement in Remedial Reading Programs: Strategies and Techniques.
ED 140 245
- Greenfield, T. Barr**
Clarifying the Class Size Question. Evaluation and Synthesis of Studies Related to the Effects of Class Size, Pupil-Adult, and Pupil-Teacher Ratios.
ED 140 397//
- Gremillion, J. Berton**
Louisiana School Finance. Publication No. 1454.
ED 140 404
- Griffin, Gerald**
P. L. 94-142. Long Term Implications: The Art of Crystal Balling.
ED 140 555
- Grob, George**
Administrative and Legislative Uses of the Terms "Poverty," "Low Income," and other Related Items. The Measure of Poverty, Technical Paper II.
ED 140 501
- Grover, Robert John**
The Relationship of Readability, Content, Illustrations, and Other Format Elements to the Library Book Preferences of Second Grade Children.
ED 140 243//
- Grube, Carl**
Cognitive Remediation of Blind Students: Comparison of Treatment and Nontreatment Groups.
ED 140 584
- Gummerman, Kent**
Age and Visual Information Processing.
ED 140 991
Icon Duration and Development.
ED 140 990
- Gumperz, John J.**
Papers on Language and Context. Working Papers of the Language Behavior Research Laboratory, No. 46.
ED 140 672
- Gunther, Phyllis E.**
Basic Skills After School Pre-Kindergarten Program, 1975-1976.
ED 141 476
Reading Improvement Through Marine Environment Exploration, 1975-1976.
ED 141 485
- Gupta, Carol E.**
The Physical and Social Environment for Feeding the Severely and Profoundly Handicapped.
ED 140 594
- Gustafson, Richard A.**
Comprehensive Career Guidance Programs for Secondary Schools.
ED 140 038
- Guy, Marilyn Jean Walter**
Relationship between Student Participation in a Secondary School Reading Program and Selected School Performance Variables.
ED 140 217//
- Gysbers, Norman C.**
Developing Effective Public Relations. Coordinator's Guide.
ED 140 187
Developing Effective Public Relations.
ED 140 188
- Haas, John D.**
The Era of the New Social Studies.
ED 141 191
- Hackman, Judith D.**
Yale College Freshmen: How Well Do They Write?
ED 140 753
- Haddock, Maryann**
The Importance of Teaching Blending in Beginning Reading Programs: Some Recent Research Findings.
ED 140 270
- Haertel, Edward**
Observations of Teacher Behavior: A Problem of Two Random Effects.
ED 141 388
- Hagen, Michael**
Prenatal Care Training.
ED 140 580
- Halasa, Ofelia**
Construction of a Bilingual Attitude Rating Scale.
ED 140 633
- Hall, Gene E.**
A Longitudinal Investigation of Individual Implementation of Educational Innovations.
ED 140 507
- Hall, Robert N., Ed.**
Directory of Graduate Programs in the Speech Communication Arts and Sciences, 1977-1978.
ED 140 374//
- Hallak, J.**
Les sous-prefectures de Sikensi et Dabakala, Cote-d'Ivoire. (The Regions of Sikensi and Dabakala, Ivory Coast.) Method of preparation de la carte scolaire: etudes de cas 9.
ED 140 501

- Halpin, Gerald**
The Influence of Modeling on Children's Creative Performance.
ED 140 322
- Hambleton, Ronald K.**
A Comparative Study of Faculty and Student Attitudes Toward a Variety of College Grading Purposes and Practices.
ED 141 381
- Hammond, Robert M.**
Grammatical Constraints on /s/ Deletion in Cuban Spanish. A Preliminary Study.
ED 140 643
The Velar Nasal in Rapid Cuban Spanish.
ED 140 642
- Hammond, William Thomas, Jr.**
A Study of the Literacy Level of Atlanta Public High School 11th and 12th Grade Students.
ED 140 251//
- Haney, George M., Ed.**
Crossroads '76. Addresses and Proceedings of the National and International Annual Conference of the American Arts Association (38th, 5th, Des Moines, Iowa, April 19-23, 1976).
ED 140 011
- Hansen, Cheryl L.**
The Generalization of Skills and Drills vs. Corrective Feedback Instruction to the Independent Reading Performance of Intermediate Aged Learning Disabled Boys.
ED 140 218//
- Hanson, G.R.**
Development and Validation of Sex-Balanced Interest Inventory Scales.
ED 141 392
- Hao, Ramona H.**
Consultation on a Basic Reading Skill: Hookena, 1975-76.
ED 140 263
- Harada, Kazuko I.**
Acquisition of Japanese Relative Clauses: A Case Study on a Two-Year-Old. Annual Reports, Vol. 1.
ED 140 610
- Hardt, Hanno, Ed.**
Newsroom Democracy: The Case for Independence of the Press. Monograph Series, No. 2.
ED 140 341
- Harker, W. John, Ed.**
Classroom Strategies for Secondary Reading.
ED 140 266
- Harnischfeger, Annegret**
The Decline of Achievement Test Scores: Evidence, Causes and Consequences.
ED 141 412
- Harris, Albert J.**
Practical Suggestions for Remedial Teachers.
ED 140 216
- Harris, Dale B.**
Goodenough-Harris Test Estimates of Intellectual Maturity of Youths 12-17 Years: Demographic and Socioeconomic Factors.
ED 141 417
- Harris, J. John, III**
An Analysis of Educational Policy: Implications for Minority Community Concerns.
ED 141 200
- Harris, Jerry**
Field Work and Internship: A Description and Guidelines.
ED 140 105
- Harris, Nancy**
The Vegetable Bowl. Research Monograph No. 13.
ED 141 134
The Vegetable Bowl. [Student Booklet].
ED 141 132
The Vegetable Bowl. Teacher's Guide.
ED 141 133
- Harris, Ruth W.**
Kinesiology Workbook and Laboratory Manual.
ED 141 275//
- Harrist, Ronald B.**
Self-Paced Instruction in Biometry at the University of Texas School of Public Health.
ED 140 728
- Hartman, Lorne M.**
Intervention Strategies for Populations at Risk: A Behavioral Approach to Prevention.
ED 140 131
- Harvey, Bill**
Cabinetmaking. Performance Objectives. Basic Course.
ED 139 932
- Hatterick, G. Richard**
Accident Avoidance Skill Training and Performance Testing. Final Report.
ED 140 021
- Hawkins, William R.**
Measuring Student Preference at Oxnard Community College for Psychology Courses and Psychology Oriented Fields.
ED 140 881
- Hazard, William R.**
Legal Issues in Teacher Preparation and Certification.
ED 141 265
- Healy, Timothy**
Can Quality Coexist with Equality in a Just Community?
ED 140 768
- Heberle, Jeanne**
Learning Resources Center: Increasing Parent Competence.
ED 140 942
- Hecht, Alfred R.**
A Modified Delphi Technique for Obtaining Consensus on Institutional Research Priorities. Research Brief.
ED 140 912
- Hecht, Kathryn A.**
Professional Licensing and Certification: Part I, Current Status and Methodological Problems of Validation. Part II, Analysis of Testing Procedures and Their Implementation for Practice.
ED 141 380
- Heermann, Barry**
Experiential Learning in the Community College. Topical Paper No. 63.
ED 140 909
- Heffernan-Cabrera, Patricia**
Mother, I Can Do It Myself! A Humanistic View of Assessment and CBTE.
ED 141 342
- Held, Dean Francis**
The Effects of the Lozanov Method for Teaching Word Meaning to Fifth and Sixth Graders.
ED 140 291//
- Heller, Barbara R.**
Computer-Assisted Guidance in New York City High Schools: A Demonstration of Feasibility and Impact on Students.
ED 140 150
- Henderson, Cathy**
Changes in Enrollment by 1985. Policy Analysis Service Reports Volume 3, Number 1.
ED 140 766
Federal Student Aid: Who Receives It and How Is It Packaged?
ED 140 727
- Hendrickson, Dean**
A Study of Needs for Further Learning as Seen by Teachers of Secondary School Mathematics.
ED 141 353
- Hennessey, James J.**
Bilingual-Bicultural Program at C.S. 77, 1975-76.
ED 141 477
- Henning, Mary Jo, Ed.**
1976 Retrospect...; Proceedings of Children's Literature Institute (5th, University of Toledo, Summer, 1976).
ED 140 345
- Henning, Patrick**
Emergency School Aid Act, Basic Project 1975-76. Research and Evaluation Report, V. 10 n. 11, March 1977.
ED 141 459
- Herndon, Moga**
To Develop a System for Interfacing the Administration and Implementation of CETA and Vocational Programs at the Local Level. Final Report.
ED 140 097
- Herr, Stanley**
Advocacy Under the Developmental Disabilities Act: Summary of a Discussion Paper on Implications of Section 113, PL 94-103.
ED 140 568
- Herron, J. Dudley**
Piaget Applied: Suggestions for Inaction.
ED 141 111
- Hersh, Richard H.**
Competency Area: Instructional Strategies.
ED 141 355
- Hetrick, Ethel Edna Wiest**
Training Parents of Learning Disabled Children in Facilitative Communication Skills.
ED 140 292//
- Hewitt, Keith**
The Whole College Catalog About Drinking: A Guide to Alcohol Abuse Prevention.
ED 140 152
- Heyneman, Stephen P.**
Adolescent Research Opinion and National Youth Policy: What We Know and What We Don't Know.
ED 140 151
- Hicks, John**
Lenox Hill Neighborhood School Camp Program; School Year 1975-1976.
ED 141 481
- Hicks, John S.**
Early Identification Program.
ED 141 479
T.E.A.T.H. Program, English as a Second Language (School Year 1975-1976).
ED 141 491
- Hicks, Laurabeth H.**
Programs of Guidance and Counseling Becoming of Age: Implications for Vocational Education R & D. Occasional Paper No. 25.
ED 140 101
- Higbee, Eliot C.**
The Relationship Between Higher Education and Technological Development: The Canadian Experience.
ED 140 685
- Higgins, Joseph R.**
Human Movement: An Integrated Approach.
ED 141 336//
- Higgins, Norman**
Deriving Instructional Objectives for Teacher Corps Training Programs.
ED 140 810
- Hildebrand, Alice S., Comp.**
Statistics Concerning Indian Education, Fiscal Year 1974.
ED 141 045
- Hill, Mary Lou**
Implementing Career Education. Concept and Process.
ED 140 088
- Hilles, William C.**
Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume 2, Interim Final Report.
ED 140 682
Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume I: Interim Final Report.
ED 140 683
- Hills, P. J.**
The Self-Teaching Process in Higher Education.
ED 140 735//

- Hilton, Arthur**
Machine Shop. Performance Objectives. Intermediate Course. Career Education. ED 139 953
- Himehrick, John B., Sr.**
An Introduction To State Capacity Buildings: Planning, Management and Delivery of Child and Family Services. ED 140 977
- Himman, Felicitas, Ed.**
Collective Bargaining in California Public Education. SB 160-The Rodda Act. ED 140 506
- Hirschfeld-Medalia, Adeline**
Creating Documentary Theatre as Educational Process. ED 140 373
- Hittelman, Daniel R.**
Adaptive Assessment for Nonacademic Secondary Reading. ED 140 240
- Ho, D. Y. F.**
Culture-Specific Belief Stereotypy and its Personality, Attitudinal and Intellectual Correlates. ED 141 453
- Hobson, Arline B.**
Intellectual Skills and Language. ED 140 931
- Hockey, Robert V.**
Physical Fitness: The Pathway to Healthful Living. Third Edition. ED 141 335//
- Hodapp, Timothy**
Formative Research in Educational Media. ED 140 792
- Hoeft, James**
Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975. ED 141 127
- Hoffman, Charles**
Peer Tutoring - Introduction and Historical Perspective. ED 140 593
- Hogan, Dennis P.**
Racial Stratification and Socioeconomic Change in the American North and South. Discussion Paper #377-76. ED 141 454
- Hogan, Robert**
Research Considerations in Ethical Education. ED 141 250
- Hokanson, Dean T.**
The Search for Cognitive Giftedness in Exceptional Children. ED 140 563
- Holgeron, Arnold S.**
The Relationship of Eye-Voice Span to Reading Ability and Readability. ED 140 267
- Holland, John Lee**
Boy-Girl Differences in Reading: A Survey of Literature. ED 140 278
- Hollis, Joseph W.**
LORS. Learning Oriented Reality Structure...Or How to Keep Your Sanity and Have Fun Besides in All Those Crazy Meetings! ED 140 104
- Hollomon, John W.**
A Position Paper on the Roles of Federal, State and Local Governments on Standards, Regulations and Laws for Day Care. ED 140 965
- Holmberg, Margaret C.**
The Development of Social Interchange Patterns from 12-42 Months: Cross-Sectional and Short-Term Longitudinal Analyses. ED 140 933
- Holste, Donald**
Helping Teacher Accountability Through Curriculum Planning. Two Snapshots and One Case Study. ED 140 419
- Holzman, Mathilda**
Where Is "Under?" The Development from Pragmatic to Semantic Meaning. ED 140 272
- Hoong, Yip Yat, Ed.**
Development Planning in Southeast Asia: Role of the University. ED 140 681
- Hoover, Mary R.**
A Field Test of Black English Tests for Teachers. ED 141 405
- Horne, Josephine**
Kanien'Keha' Okara'Shon:'A. Mohawk Stories. ED 140 669
- Hou, J. Dan**
Alternative Measures of Local Wealth and Effort. ED 140 476
- Hounsell, Dai**
Personnel in Education and Training: A Survey of the Potential Market for Educational Information Services. ED 140 807
- Hounshell, Paul B.**
Games for the Science Classroom. An Annotated Bibliography. ED 141 071
- Houtz, John C.**
Developmental Patterns in Problem Solving and Creative Thinking Abilities in Gifted Elementary School Children. ED 140 529
- Howard, Eugene R.**
Helping Teacher Accountability Through Curriculum Planning. Two Snapshots and One Case Study. ED 140 419
- Howell, Frank**
Social Origin and Attitudinal Perception in the Dynamics of Occupational Achievement Orientation. ED 141 063
- Hrycaiko, Dennis W.**
The Effects of Competition and Social Reinforcement Upon Perceptual Motor Performance. ED 141 332
- Hsu, Yi-Ming**
An Inventory for Appraising Experimental Research Designed for Introductory Research Methods Classes. ED 141 384
- Hugon, Philippe**
Economie et enseignement a Madagascar. (Economy and Education in Madagascar.) Financement des systemes educatifs: etudes de cas Nationales 8. ED 140 502
- Huguenin, Kathleen M.**
Using Survey Feedback in a Small Alternative High School. Research and Development Memorandum No. 148. ED 140 437
- Humburg, Renae B.**
EXPLORE. Leader's Guide. Career Education Activities for Middle School Teachers. ED 140 029
- Humphreys, Edward H.**
Effectiveness of the Revised Ontario School Record System. ED 141 402//
- Hunkins, Francis P.**
Review of Research in Social Studies Education: 1970-1975. Bulletin 49. ED 141 192
- Hunsaker, David M.**
The Print Media and Equal Time. ED 140 323
- Hunter, Lisa**
In All Fairness: A Handbook on Sex Role Bias in Schools. ED 140 186
- Hunter, Paul Loch**
Composition in the Open-Door College. ED 140 888
- Huss, John D.**
Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume I: Executive Summary. ED 141 042
Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume II: Migrant Population and Programs - Characteristics and Trends. ED 141 043
Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume III: Educational Assessment. ED 141 044
- Huston-Stein, Aletha**
Modeling the Medium: Effects of Formal Properties of Children's Television Programs. ED 140 950
- Hutcherson, Richard R.**
Differentiating MR and LD Groups by WISC-R Profile Analysis. ED 140 154
- Hyman, Irma**
Get Up and Grow: A Handbook for Parents of Babies with Special Problems at Birth. ED 140 513
- Hytche, William**
Toward Equality of Educational Opportunity and Attainment in Higher Education in Maryland. A Position Paper. ED 140 710
- Isaacs, Laurel, Ed.**
Internal Migration. UNITAR News, Vol. 8, 1976. ED 141 176
- Jacko, Carol M.**
Small Group Triad: An Instructional Mode for the Teaching of Writing. ED 140 321
- Jackson, Rex**
Verbal and Mathematical Ability of High School Juniors in 1974: A Norms Study of PSAT/NMSQT. Research Bulletin RB-76-27. ED 141 372
- Jacob, Nelson L.**
The South Carolina Title V Program in Perspective: Three Models of Purposive Change. ED 141 022
- Jarrard, Mary Elizabeth W.**
An Empirical Investigation: Teaching a Course in Oral Communication to Sexually Segregated Classes. ED 140 302//
- Jesser, David L.**
Planning and Change: Essential Considerations and Fundamental Relationships. ED 140 028
- Johannessen, Richard L., Ed.**
Accountability and Responsibility in Governmental-Political Communication: A Selected Annotated Bibliography. ED 140 376
- Johansen, Patricia A.**
A Synthesis of the Final Reports and Evaluations of the ATS-6 Satellite Experiments in Health, Education and Telecommunications. ED 140 783
- Johnson, Edith Curtice**
A Comparison of the Effects of Two Programs on the Development of Visual Perception and Reading Achievement-Art: A Perceptual Approach and the Frostig Program for the Development of Visual Perception. ED 140 254//
- Johnson, Jackie**
Higher Education Enrollments: Community Colleges, Fall, 1976. Report No. 77-11A. ED 140 885

- Johnson, James F.**
An Analysis of Student Evaluation of Course and Instructor as an Expression of the Student's Values and Adult Education Attitudes. ED 139 992
- Johnson, James R.**
Competency Area: Instructional Strategies. ED 141 355
- Johnson, Keith**
Communicative Syllabus Design for Written English. ED 140 658
- Johnson, M.L.**
Functional Administration in Physical and Health Education. ED 141 289//
- Johnson, Paula**
Yale College Freshmen: How Well Do They Write? ED 140 753
- Johnson, Willis N.**
Inner City Parents Attended Mathematics Classes - Why? ED 141 123
- Johnston, Harriet, Ed.**
What the Teacher Should Know About Diabetes. ED 141 324
- Johnston, Judy**
Classroom Management and Module. ED 141 272
- Johnston, Mary P.**
Studies in Income Distribution. Estimation of Social Security Taxes on the March Current Population Survey. No. 4. ED 140 057
- Jokovich, Nancy, Comp.**
A Bibliography of American Doctoral Dissertations in Linguistics: 1968-1974. CAL-ERIC/CLL Series on Languages and Linguistics, No. 53. ED 140 615
- Jones, Dennis P.**
Development and Demonstration of a Statistical Data Base System for Library and Network Planning and Evaluation. Second Quarterly Report. ED 140 866
Development and Demonstration of a Statistical Data Base for Library and Network Planning and Evaluation. Third Quarterly Report. ED 140 867
- Jones, J. William**
Budget/Finance Campaigns: You Can't Afford to Lose. ED 140 428
- Jones, Kenneth L.**
Sex And People. ED 141 364//
- Jones, Marion**
Gasoline Engine Mechanics. Performance Objectives. Intermediate Course. ED 139 928
Gasoline Engine Mechanics. Performance Objectives. Basic Course. ED 139 929
Marine Engine Mechanics. Performance Objectives. Intermediate Course. ED 139 960
Marine Engine Mechanics. Performance Objectives. Basic Course. ED 139 961
- Jones, Robert F.**
A Study of the Impact of Cancelling Classes. ED 140 920
- Jordan, Mary**
Desirable Teaching Behaviors--Tasks and Task Planning. ED 141 361
- Jorrin, Valerie**
Social Workers and Manpower Programs: An Experimental Approach to Professional Training and Curriculum Development. Final Report 1970-1973. ED 141 230
- Jorrin, Valerie, Ed.**
The Need for Manpower Specialists: A New Role for Social Workers. A Report of the National Workshop on Manpower Curriculum Development in Social Work (New York, New York, April 11-13, 1973). ED 141 229
- Jospe, Michael**
The Search for Cognitive Giftedness in Exceptional Children. ED 140 563
- Joyce, H. Donald**
The Complex Society; Its implications for School Boards. ED 140 487//
The Elementary School Principal. An In-Basket Simulation Exercise. ED 140 483//
The School Board Trustee. An In-Basket Simulation Exercise. ED 140 486//
The Secondary School Division Chairman. An In-Basket Simulation Exercise. ED 140 485//
- Joyce, Lynda M.**
An Assessment of Research Needs of Women in the Rural United States: Literature Review and Annotated Bibliography. ED 141 465
- Kahn, Paul**
Handicapped Children Component: Remedial Services, Non-Public Schools. School Year 1974-75. ED 141 442
Homework Helper Component. Evaluation Period School Year 1974-75. ED 141 441
- Kaiser, Marjorie Myrna**
Work Content and Attitudes toward Work in Eighth Grade Literature Anthologies. ED 140 336//
- Kane, Dorothy Noyes**
Children, Pediatricians, and Polluted Air. ED 140 539
- Kanus, Louis**
Improving Supervisors' Interpersonal Communication. ED 141 319
- Kao, T. I.**
Was Pythagoras Chinese? An Examination of Right Triangle Theory in Ancient China. The Pennsylvania State University Studies No. 40. ED 141 128//
- Kaplan, Alexandra G.**
The Process of Sex-Role Integration in Psychotherapy. Symposium. ED 140 153
- Kaplan, Harriet, Comp.**
DHEW Research, Service, and Training Programs in Hearing, Speech, and Language: A Summary of Areas of Interest, Funding Mechanisms, Review Processes, and Information Sources. ED 140 564
- Kaplan, Susan L.**
The Assertion of Power: Ideals, Perceptions, and Styles. ED 140 130
- Karweit, Nancy**
Issues in the Measurement of Contextual Effects: Homogeneity of Associations and Multiple Reference Populations. ED 141 419
- Kastner, Sheldon**
Skin, Scale, Feather, and Fur. ED 141 486
- Katch, Frank I.**
Nutrition, Weight Control, and Exercise. ED 141 286//
- Kates, Jack**
Individual Conferences Versus Typed Comments Without Conferences on Graded Freshman English Composition Papers: The El Camino Experiment and the Compton Experiment. ED 140 910
- Katz, Lillian G., Ed.**
Current Topics in Early Childhood Education. Volume I. ED 140 988//
- Katzenmeyer, W.G.**
Structural Integrity in Measures of Self Concept. ED 141 378
- Kay, Paul**
Tahitian Words for Race and Class. Working Papers of the Language Behavior Research Laboratory, No. 40. ED 140 680
- Keefe, Dennis R.**
Energy and the Structure of Social System: Significance for Families. ED 141 193
- Keelson, K.K.**
Spoken Fante for Non-Fante Beginners. ED 140 608
- Kelly, Rita Mae**
The Cooperative Approach in Rural Development. A National Strategy and Program Design. ED 140 993//
- Kelsey, John W.**
On Selecting Graduate Psychology Students: A Tentative Proposal. ED 141 414
- Keltner, Carol Lee**
The Accounting Curriculum as Part of Education for Business in the Community College. ED 140 914
- Kennedy, Beth T.**
A Regression Model for Selection of Games to Enhance Problem Solving and Personality Skills in Young Children. ED 140 844
- Kenny, John B.**
Core Competencies of a Trainer. ED 140 400//
- Kern, Richard P.**
Guidebook for the Development of Army Training Literature. Combat Training Techniques. ED 140 099
- Kerr, Robert**
Movement Precision and Amplitude as Separate Factors in the Control of Movement. ED 141 326
- Kessman, William A.**
Food Services. Reading and Language Activities. ED 140 064
- Keyfitz, Nathan, Comp.**
Organizational Processes in Education: Careers and Organizational Demography in Education. ED 140 726
- Kielsmeier, Jim**
Team Reconnaissance: A Process for Involving Teachers in the Preplanning of Experiential Education Projects. ED 141 021
- Klerscht, Marcia Selland**
Multivariate Model of Infant Competence. ED 140 946
- Killough, Joseph**
Appliance Services. Basic Course. Career Education. ED 139 952
Appliance Services. Intermediate Course. Career Education. ED 139 951
- King, A. J. C.**
Approaches to Semestering. Secondary School Organization: Some Current Alternatives. ED 140 399//
- King, Jill**
The 1972-73 Consumer Expenditure Survey. The Measure of Poverty, Technical Paper VIII. ED 141 428
The Consumer Price Index. The Measure of Poverty, Technical Paper V. ED 141 426

- King, Joseph S.**
A Study of the Army's Advanced Civilian Schooling Programs. ED 140 755
- King, Michael**
Domain Specificity in Tolerance for Ambiguity. ED 140 139
- King, Ronald**
School and College. Studies in Post-Sixteen Education. ED 140 738//
- King, Viola D.**
"How" You Say Is What You Are: A Study of Adolescent Language Valuation. ED 140 326
- Kingery, Dwane**
Implementing the School Based Teacher Educator Program in Teacher Centers. ED 141 293
- Kinlaw, Rachel**
The Effectiveness of Three Media in Disseminating Basic Information to Low Income Families. ED 141 004
- Kinunda, M. J.**
The Place of Evaluation in the Tanzanian System of Education. IIEP Seminar Paper 6. ED 141 374
- Kirschner, Alan H.**
The Ways and Means: A Study of the Needs and Resources of Students Enrolled in United Negro College Fund Member Institutions. Research Report Vol. 2, No. 1. ED 140 757
- Klecka, Joseph A.**
An Overview of Chanute Lessons. ED 140 776
- Kleene, Marvin D.**
Attitudes of North Dakota Implement Dealership Managers towards a Continuing Management Education Program. Report of the Research Study. ED 140 075
- Kleinman, Harriet M.**
Effects of a Mother-Infant Program on Positive Feelings of New Mothers: A Pilot Investigation. ED 140 949
- Kleinpell, E. H.**
In the Shadow: Reflections of a State College President. ED 140 740//
- Kling, Martin, Ed.**
Language Development for the Classroom and Remedial Reading. Proceedings of the Fall 1972 Rutgers University Reading Conference. ED 140 260
- Klumpp, Edward L.**
An Educational Needs Assessment for the Children of Florida's Migratory Agricultural Workers. Volume 1: Executive Summary - A Summary of Findings and Recommendations. ED 141 002
- Knoop, Patricia A.**
Man-Computer Symbiosis Through Interactive Graphics: A Survey and Identification of Critical Research Areas. ED 140 855
- Knox, Alan B.**
Alternative Patterns for Strengthening Community Service Programs in Institutions of Higher Education. A Study of the Residual Effects of Federal Developmental Funding through Title I, HEA, 1965. ED 140 760
- Koble, Daniel E., Jr., Comp.**
Annual National Leadership Development Seminar for State Directors of Vocational Education (7th, Columbus, Ohio, September 24-26, 1974). Improving Vocational Curricula in Local Education Agencies. Leadership Training Series No. 42. ED 140 100
- Koble, Ronald L.**
Pennsylvania Competency-Based Teacher Education. Competencies: Industrial Arts Education. ED 140 129
- Kodras, Janet E.**
A Multivariate Analysis of Student Grades in 138 Graduate Courses. Report Number 77-9. ED 140 731
- Koegel, Raymond Paul**
Coorientation and Identification: A Transactional Approach to the Formative Evaluation of Educational Television Programming. ED 140 305//
- Koehler, Nancy**
Educating Severely Handicapped Children and Youth: Highlights of the 70's. A Selected Bibliography. ED 140 514
Fostering Positive Attitudes Toward the Handicapped: A Selected Bibliography of Multimedia Materials. ED 140 515
Instructional Materials: A Bibliography for Their Selection, Evaluation and Use. ED 140 516
- Kohuth, Barbara J.**
An Educational Guide for Planning an Improved Human Environment. ED 141 081
- Kontinen, Seppo**
The Behavior of Supervisors Assessed By Student Teachers. Research Bulletin No. 37. ED 141 346
- Kotin, Lawrence, Comp.**
Due Process in Special Education: Resource Book. ED 140 520
- Kowalski, Joan P. Sullivan**
Voter Behavior and Campaign Strategies in School Finance Elections. Research Brief. ED 140 383//
- Kozoll, Charles E.**
An Analysis of Factors which Led to the Dominance of Scholarship as Compared with Teaching and Outreach Activities in Land Grant Institutions. ED 139 996
- Krajewski, Robert J.**
Role Implications of a Rank Ordering Process by Elementary Principals. ED 140 468
- Kraus, Richard G.**
Creative Administration in Recreation and Parks. ED 141 343//
- Kribs, H. Dewey**
Computerized Collective Training for Teams. ED 140 854
- Krotee, March L.**
The Relationship of Various Psychosocial Variables on the Positioning of College Ice Hockey Players. ED 141 340
- Kuehn, John P.**
Satisfaction with Community Services in Northern West Virginia. Bulletin 649, October 1976. ED 141 062
- Kuykendall, Carol**
Materials for English Education: Surveying the Territory. ED 140 312
- La Belle, Thomas J.**
Nonformal Education and Social Change in Latin America. UCLA Latin American Studies, Volume 35. ED 141 204
- Lambert, Walter J.**
Performance by Prospective Teachers with Different Preparation in Diagnosis of Oral Reading by a Linguistically Different Student. ED 140 250
Research on the Effect of Feedback on Writing: Review and Implications. ED 140 355
- Lambert, B. Geraldine**
Behavior Clinics: A Method to Change Attitudes? ED 140 129
- Lambert, George**
Machine Shop. Performance Objectives. Intermediate Course. Career Education. ED 139 953
- Lamberts, Julie**
Results of the Student Skills Assessment Surveys. ED 140 883
- Lamberts, Julie A.**
College Transfer Students: Who Are They? What Happens to Them? What Are Their Unique Needs? ED 140 884
- Landers, Daniel M.**
Habit Strength Differences in Motor Behavior: The Effects of Social Facilitation Paradigms and Subject Sex. ED 141 297
- Landreneau, Eric**
The Influence of Modeling on Children's Creative Performance. ED 140 322
- Lang, Thomas**
Automotive Body Repair. Performance Objectives. Basic Course. ED 139 950
Automotive Body Repair. Performance Objectives. Intermediate Course. ED 139 957
- Langer, Ginnette B.**
Is Unwanted Pregnancy Motivated? ED 140 142
- Lao, Rosina C.**
Academic Performance Related to Achievement Motive and Locus of Control. ED 140 113
- La Point, James D.**
The Relationship of Various Psychosocial Variables on the Positioning of College Ice Hockey Players. ED 141 340
- Larick, Keith T., Jr.**
Doing Something About Educational Failure: A System for Educational Improvement Through Community Involvement. ED 140 449//
- Lass, Bonnie**
Speaking Black and Reading Standard (English). ED 140 221
- Laudicina, Robert A., Ed.**
A Legal Overview of the New Student as Educational Consumer, Citizen, and Bargainer. ED 140 739//
- Lave, Janice S.**
A Retrospective Analysis of the Development of a Project Monitoring System. ED 140 478
- Lawrason, Robin Edgar**
Politics and Diffusion Strategies for Instructional Development in Higher Education. ED 140 816
- Lawrence, Ben**
The Just Community at What Price--The Role of Government in Financing Education. ED 140 769
- Leadley, Samuel M.**
An Assessment of Research Needs of Women in the Rural United States: Literature Review and Annotated Bibliography. ED 141 465
- Leaf, Jeanette B.**
Tutoring: Walk and Talk Program, 1975-1976 Academic Year. ED 141 492
- Lechowicz, Joseph S.**
The Child Centered Reading Program: Evaluation Period September, 1975 to June 1976. ED 141 478
Perceptual Conditioning for Decoding, 1975-1976. ED 141 482

- Lee, Lai-Min Paul**
A Study of the I Don't Know Response in Multiple-Choice Tests. Iowa Testing Programs Occasional Papers, No. 5.
ED 141 371
- Lee, Seong Hyong**
A Factor Analytic Study of the Credibility of Newspaper and TV News.
ED 140 334//
- Leedham, John, Comp.**
The Imaginative Uses of Closed Circuit Television in the Training of Staff and Managers. Case Studies Collected and Edited for the Association for Programmed Learning and Educational Technology.
ED 140 785
- Leiss, Robert H.**
Language Training for Trainable Mentally Retarded Children: ITPA, Peabody, and Distar Techniques.
ED 140 527
- Lenke, Joanne M.**
Differences Between Kuder-Richardson Formula 20 and Formula 21 Reliability Coefficients for Short Tests with Different Item Variabilities.
ED 141 411
- Leslie, Ronald C.**
Task Demand Characteristics: Factors in Reading Comprehension.
ED 140 276
- LeUnes, Arnold**
The Assessment of Marital Instability in a Semi-Rural Setting: Cultural Considerations.
ED 140 125
- Levine, Daniel U.**
Level and Rate of Desegregation and White Enrollment Decline in a Big City School District.
ED 141 439
- Levine, Herbert A.**
Paid Educational Leave. NIE Papers in Education and Work: Number Six.
ED 140 022
- Levine, Jamie J., Comp.**
On-Line Shared Cataloging in NELINET Libraries: Report of a Survey.
ED 140 773
- Levy, Paul R., Ed.**
Perspectives on Citizen Education.
ED 141 245
- Lieberman, Myron**
Equity and Collective Bargaining in Education.
ED 140 387
- Lindsey, Ron, Ed.**
Values in the English Classroom.
ED 140 316
- Lipps, John**
Career Education Module.
ED 141 273
- Lis, Donna J.**
Field Dependence-Independence and Performance with the Passive Transformation.
ED 140 985
- Little, Robert D.**
The Availability of Media in Library Schools.
ED 140 833
- Lloyd, Lyle L., Comp.**
DHEW Research, Service, and Training Programs in Hearing, Speech, and Language: A Summary of Areas of Interest, Funding Mechanisms, Review Processes, and Information Sources.
ED 140 564
- Lockard, J. David**
World Trends in Environmental Education. Educational Documentation and Information: Bulletin of the International Bureau of Education, No. 200, 3rd Quarter 1976.
ED 141 179
- Lockard, J. David, Ed.**
Twenty Years of Science and Mathematics Curriculum Development. The Tenth Report of the International Clearinghouse.
ED 141 182
- Logsdon, Bette J.**
Physical Education for Children: A Focus on the Teaching Process.
ED 141 284//
- Lomask, Milton**
A Minor Miracle. An Informal History of the National Science Foundation.
ED 141 130
- Lomen, Blaine D.**
The Effects of Straight Running as a Preliminary Maneuver on the Wedge and Wedge Turn.
ED 141 341
- Long, Jerry C., Ed.**
Teaching Social Studies Skills.
ED 141 248
- Long, William**
Air Conditioning. Performance Objectives. Intermediate Course.
ED 139 937
- Loobey, Phyllis Price**
Transportation Alternatives for the Physically Limited and Elderly.
ED 140 418
- Lovelace, Terry**
Enhancing the Lives of Nursing Home Patients through Reading Activities.
ED 140 274
- Lovell, Malcolm**
Youth Unemployment: The Need for a Comprehensive Approach.
ED 139 912
- Lowenstein, Ralph L.**
NNC (National News Council) Appraises an Appraisal.
ED 140 318
- Loycano, Robert J.**
Manpower Resources for Scientific Activities at Universities and Colleges, January 1976.
ED 141 180
- Luft, Max**
Development of a Test Instrument to Determine Language Dominance of Primary Students: Test of Language Dominance (TOLD).
ED 141 393
- Lukas George**
Evaluation of Human Relations Training Programs. Final Report for Period April 1975-October 1976.
ED 140 865
- Lukens, Janet G.**
Ethnocentric Speech: Its Nature and Implications.
ED 140 378
- Lumpkin, Margaret C.**
For Sale: Subliminal Bias in Textbooks.
ED 140 279
- Luszcz, Mary A.**
The Influence of Age and Intrastimulus Organization on Recognition Memory of Information in Complex Pictures.
ED 140 128
- Lynch-Brown, Carol**
Are Paperbacks Magic?
ED 140 324
- Lyons, Charles A.**
Toward Equity for Blacks in Higher Education.
ED 141 455
- Lysiak, Fae**
Computer Assisted Instruction. 1975-76 Evaluation Report. A Title I Program. Revised.
ED 140 495
- Lytton, Hugh**
Aspects of Compliance in a Reciprocal Family System.
ED 140 127
- MacBeth, Jon**
Kinesiology Carnival: A New Teaching Technique.
ED 141 269
- Mack, Faite Royjier-Poncefont**
The Illiteracy Concept: Defining the Critical Level.
ED 140 282
- Mack, Rodney P.**
A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.
ED 139 911
- Macnamara, John**
Immersion Education in Ireland: A Critical Review of Macnamara's Findings. Reply to Dr. Cummins. Reply to the Reply. Working Papers on Bilingualism, No. 13.
ED 140 666
- Mandernach, Janice B.**
An Investigation of Expertise: Implications for Adult Educators.
ED 139 993
- Mandy, Russell M.**
Articulation of Vocational Education Curriculum between Secondary and Post-Secondary Levels in Wisconsin. Final Report.
ED 140 077
- Mann, Dale**
The Competency-Based Preparation of Administrators at Teachers College, Columbia University.
ED 140 462
- Mann, Dale**
A User-Driven Federally Supported System of School Improvement: Design Specifications.
ED 140 503
- Mar, Harvey H.**
Availability and Accessibility of Information in the Semantic Memory of Retarded and Nonretarded Adolescents.
ED 140 547
- Marbeau, V.**
Autonomous Work by Pupils.
ED 141 358
- Markuson, Barbara Evans**
Analysis of Requirements of On-Line Network Cataloging Services for Small, Academic, Public, School and Other Libraries: A Demonstration Project using the OCLC System. Final Report.
ED 140 861
- Marsh, Boyd T.**
An Educational Guide for Planning an Improved Human Environment.
ED 141 081
- Marsh, Herbert W.**
Students' Evaluations of Instructional Effectiveness: Research and a Survey Instrument.
ED 141 413
- Marshall, Ray**
The Impact of Legal and Administrative Remedies to Overcome Discrimination in Employment. Final Report.
ED 139 919
- Martens, Kathryn Jean**
A Descriptive Study of the Cognitive Style of Field Dependence-Independence in the New Student Population in the Community College.
ED 140 873
- Martin, Kathleen McCluskey**
Applicability of the SIGI Occupational Data Base to NTID's Curriculum Research and Career Counseling Needs.
ED 140 016
- Martin, Larry**
Indian Education Project, 1974.
ED 141 017
- Massialas, Byron G.**
Decision Making in the School: A Participatory Model.
ED 141 203
- Masters, James R.**
The Development of a Student Observation of Teachers Instrument for Use in High Schools.
ED 141 409
- Matitsky, Philip I.**
Career Education—The State of the Art of In-service Training.
ED 140 588
- Mauser, August J.**
What Parents of the Learning Disabled Really Want to Get from Professionals.

- ED 140 542
- Maxey, E. James**
Trends in the Academic Abilities, Background Characteristics, and Educational and Vocational Plans of College-Bound Students: 1970-71 to 1974-75.
ED 141 390
- Mayerson, Paul S.**
Developing a Language Curriculum in Afghanistan.
ED 140 232
- Mazmanian, Paul E.**
A Model (Based upon Open Systems Organizational Theory) for Continuous Educational Needs Assessment in Continuing Professional Education Programs.
ED 139 995
- McAdoo, Harriette Pipes**
Components of Educational Achievement and Mobility in Black Families.
ED 141 208
- McArdle, William D.**
Nutrition, Weight Control, and Exercise.
ED 141 286//
- McBride, Hugh J.**
Assessment and Training Techniques for Developing Piagetian Sensor-Motor and Pre-Operational Skills in Preschool Severely Retarded Children.
ED 140 572
The Psychologist As a Change-Agent in Providing In-Service Training to Staff Members Serving School-Aged Severely Retarded.
ED 140 571
- McBrien, Robert J.**
Problems Reported by Students in Educational Methods Courses.
ED 140 126
- McCabe, Patrick P.**
The Effect upon Comprehension of Mathematics Material Repatterned on the Basis of Oral Language.
ED 140 275
- McCannon, Roger S.**
Analysis of Adult Learning Experiences in Rural Settings.
ED 140 008
- McCauley, Perry B.**
Intellectual Skills and Language:
ED 140 931
- McClain, Wallis**
Implementing the Amended FOI Act.
ED 140 303
- McClung, Nelson**
Wealth and the Accounting Period in the Measurement of Means. The Measure of Poverty, Technical Paper VI.
ED 141 464
- McConnell, John W.**
Relationships Between Selected Teacher Behaviors and Attitudes/Achievements of Algebra Classes.
ED 141 118
- McCune, Shirley**
Implementing Title IX: A Sample Workshop.
ED 140 405
- McDorman, Mary Ben Erwin**
The Effects of Directionality and Complexity on Learning Disabled and Normal Subjects' Learning Sentence Sequence, Comprehending Sentences and Recognizing Sentence Relationships.
ED 140 220//
- McDougall, Christina, Ed.**
Internal Migration. UNITAR News, Vol. 8, 1976.
ED 141 176
- McDuffie, Thomas E., Jr.**
Consumer-Oriented Laboratory Activities: A Manual for Secondary Science Students.
ED 141 070//
- McEwen, Hazel E., Ed.**
Management of Data Elements in Information Processing. Proceedings of a Symposium (2nd, Gaithersburg, Maryland, October 23-24, 1975).
ED 140 817
- McGee, Leo, Ed.**
A Manual for Teachers of Reading to Adults.
ED 140 034
- McGinty, John**
A Regression Model for Selection of Games to Enhance Problem Solving and Personality Skills in Young Children.
ED 140 844
- McGrail, Janet**
Need for Research in Education.
ED 140 494
- McGuire, Peter J.**
A Self-Paced Writing Course at Georgia Tech: Building a Logical Sequence of Units in Rhetoric.
ED 140 304
- McHenry, Dean E.**
Academic Departments: Problems, Variations, and Alternatives.
ED 140 751//
- McKay, Robert B.**
Nine for Equality Under Law: Civil Rights Litigation. A Report to the Ford Foundation
ED 141 458
- McKay, Rosemary**
Indian Culture Program. Poplar River School No. 050, Neginan, P.O.
ED 141 032
- McKenna, Gerald**
An Analysis of the Community and Public Library of Pawtucket, Rhode Island.
ED 140 806
- McKenna, Jon F.**
Partisans and Provincials: The Political Milieu of State-Supported Education in Illinois, 1870-1920. Yale Higher Education Program Working Paper, YHEP-5.
ED 141 205
- McKnight, Philip C.**
Microteaching: A Selected Bibliography.
ED 141 266
- McLane, Kathleen, Comp.**
ERIC Documents on Foreign Language Teaching and Linguistics: List No. 17. CAL-ERIC/CLL Series on Languages and Linguistics, No. 54.
ED 140 616
- McLeod, Douglas B.**
Relating Field Independence and a Discovery Approach to Learning Mathematics: A Trait-treatment Interaction Study.
ED 141 077
- McLeod, Neill**
The Educational Development Officer--A New Staff Development Concept in the Community College and Technical Institute.
ED 140 017
- McMinn, Robert**
Business Machine Maintenance. Performance Objectives. Intermediate Course.
ED 139 930
Business Machine Maintenance. Performance Objectives. Basic Course.
ED 139 931
- McMullen, David W.**
Toward a Generative Model of the Teaching-Learning Process.
ED 141 308
- McMurray, J. G.**
Learning Disabilities: Theory, Assessment and Remediation. A Bibliography.
ED 140 521
- McNamara, Robert S.**
An Address on the Population Problem: Address to the Massachusetts Institute of Technology.
ED 141 241
- McNeil, Jack**
Effect of Using a Poverty Definition Based on Household Income. The Measure of Poverty, Technical Paper X.
ED 141 430
Relative Poverty. The Measure of Poverty, Technical Paper XIII.
ED 140 432
- McSpadden, Lucy**
An Examination of Admission Criteria for Graduate Students in Departments of Educational Administration.
ED 140 464
- Mead, Martha Sheller**
An Examination of Attitudes toward Current Secondary School English Programs in Greater Boston.
ED 140 335//
- Meade, Randolph**
Problems Reported by Students in Educational Methods Courses.
ED 140 126
- Meade, Robert D., Ed.**
Cultural Factors in Learning and Education.
ED 140 606
- Meek, Donald S**
The Assessment of Marital Instability in a Semi-Rural Setting: Cultural Considerations.
ED 140 125
- Meike, C.**
SESA Productivity Measurement System. Measuring the Productivity of the State Employment Service Agencies. Final Report.
ED 139 925
- Menlo, Allen**
Notes on a Staff-Team Approach to the Preparation of Educational Psychologists as Facilitators of Energizing Experience in College Teaching.
ED 141 213
- Mersand, Joseph**
The English Teacher: Basic Traditions and Successful Innovations.
ED 140 297//
- Meyer, Jeanie Keeny**
Level and Rate of Desegregation and White Enrollment Decline in a Big City School District.
ED 141 439
- Micek, Sidney S.**
Translating Goals into Measurable Objectives: Research Studies and Practical Procedures.
ED 140 688
- Michel, John**
Career Education. Administrators and Counselors Implementation Model. Module VII--Develop and Implement Needs Assessment.
ED 140 050
Career Education. Administrators and Counselors Implementation Model. Module VIII--Implementation. (8.1) Preparation and Evaluation of Counselor Material.
ED 140 051
Career Education. Administrators and Counselors Implementation Model. Module VIII--Implementation. (8.2) Consultation to School Personnel.
ED 140 052
Career Education. Administrators and Counselors Implementation Model. Module VIII--Implementation. (8.3) Integration of Coordination of School and Community Resources.
ED 140 053
- Michelotti, Kopp**
Multiple Jobholders, May 1976. Special Labor Force Report 194.
ED 139 982
- Miller, Christine A.**
The Use of Congruence between the Items in a Norm-referenced Test and the Content in Compensatory Education Curricula in the Evaluation of Achievement Gains.
ED 141 395
- Miller, Howard**
The Revolutionary College. American Presbyterian Higher Education 1707-1837.
ED 140 734//
- Miller, Juliet V**
Imaging Futuristic Career Guidance Programs.
ED 140 194
- Miller, Juliet V.**
Imaging Futuristic Career Guidance Programs. Coordinator's Guide.
ED 140 193

366 Author Index

- Imaging Futuristic Career Guidance Goals.
Coordinator's Guide. ED 140 195
- Imaging Futuristic Career Guidance Goals.
ED 140 196
- Miller, Keith A., Ed.
Communication and Growth Promoting
Behavior. ED 140 377
- Miller, Renee
Characteristics of Low-Income Populations
Under Alternative Poverty Definitions. The
Measure of Poverty, Technical Paper VI.
ED 141 435
- Miller, Robert W.
An Approach to Evaluation of Rural Development
Act Title V Programs. Northeast Regional
Center for Rural Development Publication
11, February 1976. ED 141 058
- Miller, W. Tom
Seattle Community Learning Center Demon-
stration Project. Final Report. ED 140 849
- Miller, William LeRoy
A Consolidation of Advance Organizers and
Student-Developed Pre-Reading Questions as a
Method to Aid the Retention of Written Infor-
mation. ED 140 233//
- Milner, Joseph O.
Stress and Deep Structure: A Measure of Lan-
guage Acquisition, Grades K-6. ED 140 657
- Miltz, Robert J.
Improving Supervisors' Interpersonal Commu-
nication. ED 141 319
- Miner, Norris
The Problem With the Placement Study.
ED 140 916
- Mingle, James R.
Degree Output in the South, Distribution by
Sex 1974-75. ED 140 765
- Minuchin, Patricia
Differential Use of the Open Classroom: A
Study of Exploratory and Cautious Children.
Final Report. ED 140 953
- Misanchuk, Earl R.
Multiple Matrix Sampling Applied to Needs
Analysis: An Introduction and Assessment of
Efficacy. ED 140 007
- Mitchell, Ceanne
An Examination of Admission Criteria for
Graduate Students in Departments of Educa-
tional Administration. ED 140 464
- Mitchell, Christine
The Relationship of Some Problem Solving
Variables to Cognitive Tempo. ED 140 958
- Mitchell, Douglas E.
A Collective Bargaining Research Agenda:
Hypotheses and Methods. ED 140 413
- Mochida, Puala
Citation Survey of Education Literature.
ED 140 832
- Moffit, Ronda A.
Springboards to Learning. Career Guidance In-
stitute (August 18-27, 1976). Final Report.
ED 140 054
- Mohr, Lillian Holmen
American Council on Consumer Interests. Annual
Conference. The Proceedings. Convention
Theme: Ideas/Commitment/Action (22nd, At-
lanta, Georgia, April 7-10, 1976). ED 139 980
- Moir, Hughes, Ed.
1976 Retrospect.: Proceedings of Children's
Literature Institute (5th, University of Toledo,
Summer, 1976). ED 140 421//
- Mollica, Anthony S.
Games and Language Activities in the Italian
High School Classroom. ED 140 654
- Montare, Alberto
Achievement and Intelligence: Individualized
Instruction Reverses the Trend. ED 141 379
- Moodie, Graeme C.
Power and Authority in British Universities.
ED 140 742//
- Moore, Betty Jean
College Frosh in Preservice Reading Teaching:
Using Programed Tutoring with Slow-Learning
Pupils. ED 140 252
- Moore, Nancy V.
The Child's Development of the Concept of
Family. ED 140 980
- Moore, Susan E.
Presidential Press Conferences. ED 140 338
- Moore, William E.
The Process of Accentuation in College
Settings. Final Report. BN-BR-3-2083
ED 140 699
- Morgan, Harry
Towards a Theory of Selected Knowledge
Acquisition Patterns Among Black Children.
ED 141 462
- Morris, Joann
Indian Education Project, 1974. ED 141 017
- Morrison, Linda
Pioneers: A Case Study of a Film Caught in the
Two Line Struggle in Literature and Art in the
People's Republic of China. Occasional Paper
No. 77-5. ED 141 244
- Morrow, Robert D.
Assessment and Training Techniques for
Developing Piagetian Sensor-Motor and Pre-
Operational Skills in Preschool Severely Re-
tarded Children. ED 140 572
- The Psychologist As a Change-Agent in Provid-
ing In-Service Training to Staff Members Serv-
ing School-Aged Severely Retarded.
ED 140 571
- Mortimer, Kenneth P.
Governance in Institutions with Faculty Unions:
Six Case Studies. ED 140 764
- Mory, Stephanie
A Cost-Benefit Model for the Instructional
Development Services. ED 140 856
- Moulton, William G.
Contrastive Grammar and Verb Valence.
ED 140 656
- Muldrow, Oliver
Masonry. Basic Course. Career Education.
ED 139 959
- Muller, Dorothy Hiott
An Investigation of the Precision of Metaphori-
cal Language Interpretation of Students in
Grades Four through Seven. ED 140 294//
- Mulroy, Kevin J.
Vietnamese Proverbs Compared with Other
Sources in Investigating National Charac-
teristics for Pedagogical Purposes. ED 140 668
- Murphy, Jerome T.
Musings on Paul Peterson's "School Politics
Chicago Style" and on the Utility of Decision-
Making Models. ED 140 467
- Murphy, Michael J.
Education and Collective Bargaining. Readings
in Policy and Research. ED 140 421//
- Murray, John
A Comparative Study of Faculty and Student
Attitudes Toward a Variety of College Grading
Purposes and Practices. ED 141 381
- Murwin, Roland
Sheetmetal. Performance Objectives. Basic
Course. ED 139 956
- Muscara, Sandra, Ed.
Reading and TV; Proceedings of the Spring
1972 Rutgers University Reading Conference.
ED 140 258
- Musella, Donald F.
The Elementary School Principal. An In-Basket
Simulation Exercise. ED 140 483//
- The School Board Trustee. An In-Basket Simu-
lation Exercise. ED 140 486//
- The Secondary School Division Chairman. An
In-Basket Simulation Exercise. ED 140 485//
- Nassif-Royer, Paula
The Outcomes of Statewide Assessment: Impli-
cations for Curriculum Evaluation. ED 141 394
- Natriello, Gary
A Summary of the Recent Literature on the
Evaluation of Principals, Teachers, and Stu-
dents. Occasional Paper No. 18. ED 141 407
- Naugle, Helen H.
An Experimental English 1002 Course. ED 140 327
- A Self-Paced Writing Course at Georgia Tech:
Building a Logical Sequence of Units in Rhe-
toric. ED 140 304
- Navarre, Carolyn E.
A Computerized Special Collections Inventory
System at the Wayne State University Libra-
ries. ED 140 859
- Needy, John C.
Collective Bargaining: Impact on Governance.
ED 140 772
- Negus, LeRoy
The Metric System: Ideas for Introducing the
Metric System. ED 141 114
- Nelson, Frank W.
Distributive Education II. Course of Study.
ED 140 030
- NeSmith, Pat H.
Psychological Development of the Infant:
Reciprocal Interactions Among Caretaker, In-
fant, and Environment. ED 140 964
- Nester, Mary Anne
Use of the Cranmer Abacus by Blind Persons.
ED 140 531
- Neustupny, J. V., Ed.
Proceedings, First Australian Seminar on
Japanese Language Teaching. Linguistic Com-
munications: Working Papers of the Linguistic
Society of Australia, No. 17. Papers in
Japanese Linguistics, 4. ED 140 670
- Newgren, Kenneth E.
Interpersonal Skill Development: The Experien-
tial Training Unit (ETU) and Transfer of
Training. ED 140 360
- Newkirk, Thomas R.
What Johnny Can't Write: A University View
of Freshman Writing Ability. ED 140 339
- Newlon, Betty J.
Career Education: The Consultant Approach.
ED 140 033
- Newton, Robert D.
PPBS in Higher Education: The Impossible
Dream? ED 140 719

- Nicholas, Russell C.**
Staff Development: A Guide to Selected Sources of Information on Improving the Staff of Educational Institutions. ED 140 444
- Nickel, Donna A.**
Survey of Faculty Awareness and Use of Alternative Teaching Strategies and Media Materials. ED 140 891
- Nolan, Richard D.**
Penetrating School Strata through Career Education. Final Report. ED 139 989
- Nolte, Jane, Comp.**
Nearly... Everything You've Always Wanted to Know About the Gifted and Talented. ED 140 553
- Nord, James, R.**
Listening Fluency Before Speaking: An Alternative Paradigm. ED 140 651
- Nordenstreng, Kaarle**
Mass Media and Developing Nations: A Global Perspective of the Present State of Mass Communication and Its Research. ED 140 848
- Norman, Donald A.**
The Flow Tutor: Schemas for Tutoring. Technical Report No. 7702. ED 140 821
- Norman, O. Gene, Comp.**
School Law: A Selected Bibliography to Resources. ED 140 505
- Norris, Jim**
Community College Career Counseling and Computer Use. Sabbatical Report, Spring 1976. ED 140 136
- Northrup, James**
Old Age, Handicapped and Vietnam-Era Antidiscrimination Legislation. Labor Relations and Public Policy Series No. 14. ED 140 429//
- Norton, Robert F.**
The Effects of Practice-Item Variety, Practice Strategy and Training Mode on Performance in a Rule-Finding Task. ED 140 350
- Numemaker, George R.**
The Preparation and Occupational Pursuits of Elementary, Secondary and Ungraded Teachers 1974-75. ED 141 349
- Nutter, Barbara**
Graduate Credit Contract Course as a Flexible Model for Inservice Design. ED 141 309
- O'Bryan, K. G.**
The Junior Kindergarten Study. ED 140 938//
- Odokara, E.O.**
Outreach: University's Concern for Communities Around It. ED 140 072
- Ogawa, Dennis M.**
A Model of Intercultural Communication: The Interaction of Japanese and Other Ethnic Groups in Hawaii. ED 140 628
- Ogle, Terry**
An Analysis of Educational Policy: Implications for Minority Community Concerns. ED 141 200
- Olmsted, Pat**
Parental Teaching Strategies: A Review of Selected Observational Studies. ED 140 934
- Omaggio, Alice C.**
Strategies for Person-Centered Language Learning. ED 140 674//
- One Feather, Vivian**
Lakota Oral Literature. ED 141 014
- Lakota Social System.** ED 141 013
- Tribal Law and Development Policies.** ED 141 012
- Orlando, Lynn S.**
An Observation Protocol for Early Childhood Settings. ED 140 952
- Orloff, Jeffrey H., Ed.**
Creativity and the Gifted/Talented Child. ED 140 599
- Ortiz, Flora Ida**
The Impact of Collective Bargaining Upon the Principal. ED 140 414
- Oster, Sharon**
A Review of the Definition and Measurement of Poverty: Volume I, Summary Review Paper; Volume II, Annotated Bibliography. The Measure of Poverty, Technical Paper III. ED 141 424
- Ott, C. Eric**
The Effect of a Language Versus a Dialogue Emphasis in Beginning Spanish Instruction and a Comparison of Structured Versus Unstructured Follow-Up. Final Report. ED 140 612
- Ott, Mary Diederich**
Results of Fall 1975 Survey of Engineering Freshmen (Revised). ED 141 231
- Results of Fall 1976 Survey of Engineering Freshmen.** ED 141 131
- Ott, Mary Diederich.**
Women's Participation in First-Professional Degree Programs in Medicine, Dentistry, Veterinary Medicine, and Law, 1969-70 through 1974-75. ED 140 761
- Otto, Luther B.**
Adolescent Peer Group Identifications and the Status Attainment Process. ED 140 108
- Owens, Michael**
Activities in Environmental Education. Environmental Studies Program. ED 141 116
- Paden, Jon S.**
How Is IGE Doing in the Elementary Schools? A Three-Year Survey of IGE Principals. ED 140 426
- Palazzolo, Salvatore A.**
Sex and Sex-Role Orientation as Determiners of Preference for Humorous Statements: A Test of Hobbes Superiority Theory of Humor. ED 140 123
- Palmer, Richard P.**
Integrating Library Acquisitions with the Curriculum. ED 140 804
- Pandolph, Eugene J.**
Career Education Module. ED 141 273
- Parcel, Guy S.**
First Aid in Emergency Care. ED 141 333//
- Pargman, David**
Hooked on Exercise: A Psycho-Biological Explanation. ED 141 300
- Stimulus-Seeking, Extraversion, and Neuroticism in Regular, Occasional, and Non-Exercisers.** ED 141 301
- Parham, Jo Ann Walton**
Some Characteristics of Persistent and Non-Persistent Students Who Enrolled Voluntarily in a Developmental Reading Program at the University of Florida. ED 140 234//
- Paris, Scott G.**
Cognitive Factors in Children's Listening and Reading Comprehension: Assessment and Facilitation. Final Report. ED 140 320
- Parker, Garland G.**
Collegiate Enrollments in American 2-Year Institutions, 1975-76: Statistics, Interpretations, and Trends. ACT Special Report Eighteen. ED 140 901
- Collegiate Enrollments in American 2-Year Institutions, 1976-77: Statistics, Interpretations, and Trends. ACT Special Report Twenty.** ED 140 902
- Collegiate Enrollments in the U.S., 1976-77. Statistics, Interpretation, and Trends in 4-Year and Related Institutions.** ED 140 697
- Parks, Carl L.**
"Sunshine" in Michigan. ED 140 367
- Parsons, Ralph**
The Effect of Employment on the Grades of Students in Associate Degree Programs at Forsyth Technical Institute. ED 140 911
- Parsons, Richard, Comp.**
Guide to Specialized Subject Collections in Maryland Libraries. ED 140 836
- Passmore, David Lynn**
Applicability of the SIGI Occupational Data Base to NTID's Curriculum Research and Career Counseling Needs. ED 140 016
- Patterson, Sandra K.**
Gender Identity as Seen in Drawings of Father Absent 5 to 7 Year Old Black Children. ED 141 463
- Paul, Krishan K.**
What Happens After Training: A Review of Follow-Up of Vocational Graduates. ED 140 010
- Paulston, Christina Bratt**
Theoretical Perspectives on Bilingual Education Programs. Working Papers on Bilingualism, No. 13. ED 140 667
- Pautler, Albert J., Jr.**
Local Occupational Program Evaluation. ED 140 024
- Payden, William R.**
Observations on the Mass Media. ED 140 296//
- Pearson, Karl M., Jr.**
Providing Location Information for Colorado Library Resources. ED 140 802
- Peck, Cy, Sr.**
Indian Studies Program. ED 141 008
- Peijnenburg, R. A. L.**
The Development of Two Workfolders on the Building of Concepts for Trainable Mentally Retarded Children. ED 140 538//
- Pemberton, J. Lee, III, Ed.**
Reading in Virginia, 1977; Volume 5. ED 140 277
- Peppone, Emmy A.**
Age and Socio-Economic Status in Children's Behaviors in Competitive and Cooperative Working Conditions. ED 140 975
- Perez, Joel**
Barefoot-Doctors. Occasional Paper No. 77-4. ED 141 263
- Perlman, Joseph**
Program Planning Guidelines: A Review of Research with Implications for the Education and Training of the Severely to Profoundly Mentally Retarded. ED 140 518
- Perron, John D.**
Composition with a Cognitive Twist. ED 140 320

- Perrone, Vito**
The Abuses of Standardized Testing. Fastback Series No. 92.
ED 141 399
- Perry, Henry B., III**
Physician Assistants: An Empirical Analysis of Their General Characteristics, Job Performance, and Job Satisfaction.
ED 140 078
- Peskin, Janice**
In-Kind Income and the Measurement of Poverty. The Measure of Poverty, Technical Paper VII.
ED 141 427
- Peterkin, Betty**
Food Plans for Poverty Measurement. The Measure of Poverty, Technical Paper XII.
ED 141 431
- Peterson, Mark A.**
Results of YLS Survey on Specialization/Relicensing.
ED 141 240
- Petrello, Barbara A.**
Help for ESL Learners.
ED 140 653
- Petrie, William J., Ed.**
Annual National Vocational Education Personnel Development Seminar. (8th, Madison, Wisconsin, October 28-31, 1974). In-Service Vocational Education Personnel Development for the 1980's. Leadership Training Series No. 43.
ED 140 082
- Petrosko, Joseph M.**
The Quality of High School Reading and Vocabulary Tests: Implications for the Researcher.
ED 141 396
Structural Components Revealed by Evaluating the Quality of Elementary School Tests.
ED 141 383
- Pettigrew, B. Joye**
You Can Go Home Again: A College Methods Teacher Returns to the Secondary Classroom.
ED 140 328
- Phillips, Thomas P., Ed.**
The Doctorally Prepared Nurse. Report of Two Conferences on the Demand for and Education of Nurses with Doctoral Degrees.
ED 140 687
- Pickering, Michael**
Some Observations on Cloze Tests. Language Centre News, No. 1.
ED 140 602
- Pierce, Toni Letta, Comp.**
Statistics Concerning Indian Education, Fiscal Year 1975.
ED 141 046
Statistics Concerning Indian Education, Fiscal Year 1976.
ED 141 047
- Pike, Ruth**
Linguistic Development as a Limiting Factor in Learning to Read.
ED 140 652
- Pincus, John**
The Serrano Case: Policy for Education or for Public Finance? The Rand Paper Series.
ED 140 430
- Pinder, Glenn D.**
Goodenough-Harris Test Estimates of Intellectual Maturity of Youths 12-17 Years: Demographic and Socioeconomic Factors.
ED 141 417
- Ploghoft, Milton E.**
Television Receivership Skills: The New Social Literacy.
ED 140 364
- Plumb, Geri**
Cross-Age Tutoring in Elementary Basic Math.
ED 141 110
- Plummer, Charles M.**
Experimental Simulation of "Future Shock" to Explore Time Perspectives Under Different Rates of Change.
ED 140 779
- Polcyn, Kenneth A.**
Computer Managed Instruction at Remote Sites by Satellite: Phase I, A Feasibility Study.
ED 140 791
- Politzer, Robert L.**
A Field Test of Black English Tests for Teachers.
ED 141 405
- Polopolus, Leo**
Florida Agricultural Labor and Unemployment Insurance. Bulletin 767, January 1975.
ED 140 038
- Pooley, Richard**
The Pendleton Project: Semi-Annual Narrative Report, January 10, 1977.
ED 140 135
- Pooley, Richard C.**
Alternative Approaches to Treating Children and Families Who Exhibit Behavior Problems: Introduction.
ED 140 595
The Pendleton Project: Semi-Annual Narrative Report, July 12, 1976.
ED 140 134
- Popovich, Mark N., Ed.**
Journalism Abstracts: M.A., M.S., Ph.D. Theses in Journalism and Mass Communication. Vol. 14.
ED 140 333
- Porter, Deborah Elena**
State Assessment and Testing Programs: An Annotated ERIC Bibliography. Volume I: General References. Volume II: Individual State Programs.
ED 141 389
- Poser, Ernest G.**
Intervention Strategies for Populations at Risk: A Behavioral Approach to Prevention.
ED 140 131
- Postlethwaite, T. N.**
Methodology for the Evaluation of Education Attainments: A Project of the IBRD and IIEP. IIEP Seminar Paper 2.
ED 141 377
- Potts, George R.**
Drawing Inferences from a Passage of Texts.
ED 140 280
Incorporating New Information Into One's Existing World Knowledge.
ED 141 370
- Powell, Frank M.**
Children's Motor Behavior Under Conditions of Parental Observation.
ED 141 365
- Powers, James E.**
Field Dependence-Independence and Performance with the Passive Transformation.
ED 140 985
- Prather, James E.**
A Multivariate Analysis of Student Grades in 138 Graduate Courses. Report Number 77-9.
ED 140 731
- Prediger, Dale J.**
Alternatives for Validating Interest Inventories against Group Membership Criteria.
ED 141 391
- Preisig, Paul P., Ed.**
Student Residence Location, College Service Areas, and Socio Economic Census Data of the San Jose Community College District. A Demographic Profile Based Upon the 1975 Special Census.
ED 140 903
- Prescott, Suzanne**
Observations of Teacher Behavior: A Problem of Two Random Effects.
ED 141 388
- Price, Floyd H.**
The Accounting Curriculum as Part of Education for Business in the Community College.
ED 140 914
- Priebe, Donald W.**
Attitudes of North Dakota Implement Dealer-ship Managers towards a Continuing Management Education Program. Report of the Research Study.
ED 140 075
- Proger, Barton B.**
Language Training for Trainable Mentally Retarded Children: ITPA, Peabody, and Distar Techniques.
ED 140 527
- Projector, Dorothy S.**
Studies in Income Distribution. Projection of March Current Population Survey: Population Earnings, and Property Income, March 1972 to March 1976. No. 1.
ED 140 056
- Pucel, David J.**
Models for Individualizing Vocational-Technical Instruction.
ED 139 983
- Purohit, Sally R.**
A Comparison of Citizen and Leader Perceptions of Selected Quality of Life Indicators.
ED 141 033
- Queen, John E.**
Survey of Non-Returning Non-Vocational Students.
ED 140 906
- Quellmalz, Edys**
Toward Competency-Based Reading Systems.
ED 140 265
- Rabe, Bonnie**
Deriving Instructional Objectives for Teacher Corps Training Programs.
ED 140 810
- Racle, Gabriel**
Suggestopaedia-Canada.
ED 140 673
- Rado, Marta, Ed.**
Multilingual Education.
ED 140 638
- Ramey, Craig T.**
The Effects of Responsive Stimulation in Early Infancy.
ED 140 951
- Rand, Charlette, Ed.**
Resources for School Based Teacher Educators
ED 141 290
- Rand, Colleen S.**
Obesity and Psychoanalysis.
ED 140 133
- Rarick, G. Lawrence**
The Motor Domain and its Correlates in Educationally Handicapped Children.
ED 141 267//
- Raschke, Helen J.**
Sex Differences in Voluntary Post Marital Dis-solution Adjustment.
ED 140 183
- Rawson, Margaret Byrd, Ed.**
An Interdisciplinary Journal of Specific Language Disability. Volume 25.
ED 140 241
- Reed, Donald B.**
Teachers and Collective Bargaining.
ED 140 411
- Reid, D. Kim**
The Effects of Verbalization and the Presence of a Memory Aid on Concept Learning in Educable Mentally Retarded Children.
ED 140 528
- Reid, Thomas A.**
Diverting Youthful Offenders Through Law Enforcement-Social Service Collaboration.
ED 140 182
- Reynolds, Larry J.**
Implementing Alternative Schools: Lessons from the Minneapolis Experience.
ED 141 437

- Rice, Deryl Ann**
To Teach Family Day Care Caregivers How Not to Be Discriminative with Sex Roles and to Encourage Positive Self Images with Children of Different Ethnic Cultures. (A Proposal).
ED 140 943
- Richardson, Ann**
Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings.
ED 139 915
- Richardson, Richard C. Jr.**
Governance in Institutions with Faculty Unions: Six Case Studies.
ED 140 764
- Rideout, E. Brock**
Meeting Problems of Declining Enrolment. Educational, Social, and Financial Implications to School Boards of Declining Enrolments.
ED 140 396//
- Riechmann, Sheryl**
Collective Bargaining: The Faculty Viewpoint; and What Collective Bargaining Means to University Administrators. IRTHE Volume 6, Number 1.
ED 140 707
- Rietz, Sandra A.**
A Comparison of Certain Structural Characteristics of Language Selections Representing Both Oral and Written Thought and Purpose.
ED 140 301//
- Righthand, Herbert**
A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.
ED 141 369
- Riley, Gary L., Ed.**
Governing Academic Organizations: New Problems, New Perspectives.
ED 140 447//
- Rinnander, Elizabeth, Comp.**
About the Students. A "Brief" Highlighting Important Literature since 1973 on Student Characteristics and the Development of Programs to Meet Student Needs.
ED 140 929
- Risner, Ellen**
The Teen-Age Years: A Time to Declare Independence.
ED 140 576
- Rizzo, William A.**
Demonstration and Evaluation of a Microfiche-Based Audio/Visual System.
ED 140 809
- Robin, Fay**
Education in Action, School Year 1975-1976.
ED 141 480
- Robinson, Bryan E.**
Sex-Typed Attitudes, Sex-Typed Contingency Behaviors, and Personality Traits of Male Caregivers.
ED 140 948
- Robinson, Edward Hamilton**
Students' Perceptions of Teachers' Abilities to Provide Certain Facilitative Conditions and Their Relationship to Language Arts Achievement Gains.
ED 140 295//
- Robison, Mada Kay**
The Reliability of Using Peers in Drill Type Instruction.
ED 140 577
- Rochell, Carlton C.**
Cooperation Among Unlike Institutions for Today's Learning Force.
ED 140 780
- Rocke, Hans Joachim**
Analysis of the Data From a Technical Processing Cost Study.
ED 140 795
- Rodriguez, Oralla**
Egocentrism in the Language of Six to Seven-Year-Old Mexican Children.
ED 140 676
- Roecks, Jane E.**
Management Techniques for Elementary Level Interest Centers.
ED 140 492
- Roehm, Janet**
Leadership Training for Policy Advisory Committees. Conducting Business Meetings Effectively.
ED 141 359
SCRAPS: A Mini-Course for Volunteers in Handwriting (Grades 1-3).
ED 141 362
- Rogers, Andy, Ed.**
Proceedings of the Texas Conference on Performatives, Presuppositions and Implications.
ED 140 617
- Rogers, C. Jean**
The Effects of Presentation Variables Upon Clustering and Recall Performance in the Elderly.
ED 140 119
- Rogers, Marshall K.**
Domain Specificity in Tolerance for Ambiguity.
ED 140 139
- Rogers, Sandra**
Laboratory Mathematics. Booklet 7 - Project Overview and Evaluation.
ED 141 173
Laboratory Mathematics. Booklet 8 - Math Lab Activities.
ED 141 174
Laboratory Mathematics. Booklet 1 - Teacher's Management Guide.
ED 141 167
Laboratory Mathematics. Curriculum Booklet II - Whole Numbers.
ED 141 168
Laboratory Mathematics. Curriculum Booklet III - Fractions.
ED 141 169
Laboratory Mathematics. Curriculum Booklet IV - Decimals.
ED 141 170
Laboratory Mathematics. Curriculum Booklet V - Percent.
ED 141 171
Laboratory Mathematics. Curriculum Booklet 6 - Number Theory.
ED 141 172
- Roloff, Charlene, Ed.**
What the Teacher Should Know About Diabetes.
ED 141 324
- Romney, Leonard C.**
Translating Goals into Measurable Objectives: Research Studies and Practical Procedures.
ED 140 688
- Rosenblatt, Sidney M.**
Teacher Training and Tutorial Program in Reading: Evaluation Period, School Year 1975-1976.
ED 141 490
- Rosenfeld, Stuart A.**
Public Education in Sparsely Populated Areas of the United States.
ED 141 006
- Rosenfield, Sylvia**
Developmental Patterns in Problem Solving and Creative Thinking Abilities in Gifted Elementary School Children.
ED 140 529
- Rosenkoetter, Lawrence L., Comp.**
Moral Development: An Annotated Bibliography.
ED 140 981
- Rossett, Allison**
The Factors Underlying Sex Role Perception and Their Implications for Educators and Counselors.
ED 140 122
- Rossmiller, Richard A.**
Resource Allocation and Time Utilization in IGE and Non-IGE Schools. Technical Paper No. 410.
ED 140 490
- Roth, Audrey J.**
Computer in the Kitchen---or---Being Served by Technology.
ED 140 284
- Roth, Robert E.**
Environmental Education: A Bibliography of Abstracts from RESOURCES IN EDUCATION (RIE), 1973-1975.
ED 141 177//
- Rothaus, Elyse, Ed.**
Rights in Conflict: A Report on the Annual Conference of the National Coalition Against Censorship (2nd, New York City, February 16, 1977).
ED 140 370
- Rothman, Gail**
A Study of Attitudes Toward Deafness and Its Implications for Mainstreaming.
ED 140 524
- Rousch, Peter D.**
Reading in Different Kinds of Australian Children.
ED 140 269
- Rousseau, Denise M.**
The Relationship of Task Characteristics to Attitudes, Absenteeism, Stress and Performance Among College Students.
ED 140 181
- Rowe, H. M., Ed.**
Proceedings, First Australian Seminar on Japanese Language Teaching. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 17. Papers in Japanese Linguistics, 4.
ED 140 670
- Rowland, A. Westley, Ed.**
Handbook of Institutional Advancement. A Practical Guide to College and University Relations, Fund Raising, Alumni Relations, Government Relations, Publications, and Executive Management for Continued Advancement.
ED 140 749//
- Rubinstein, Sherry Ann**
The Outcomes of Statewide Assessment: Implications for Curriculum Evaluation.
ED 141 394
- Russell, Randall H.**
The Relationships among Three Measures of Bilingualism and Their Relationship to Achievement Test Scores.
ED 140 632
- Rusting, Jean**
Survey of Non-Returning Non-Vocational Students.
ED 140 906
- Rutledge, Essie M.**
Analysis and Critique of Black Family Literature.
ED 140 109
- Rutt, David P.**
An Application of Multidimensional Scaling in the Collection on Qualitative Information for Decision Making.
ED 140 790
- Ryan, Doris W.**
Clarifying the Class Size Question. Evaluation and Synthesis of Studies Related to the Effects of Class Size, Pupil-Adult, and Pupil-Teacher Ratios.
ED 140 397//
The Complex Society: Its Implications for School Boards.
ED 140 487//
The Education of Adolescents in Remote Areas of Ontario.
ED 141 005//
- Sailor, Dorothy**
Dutch Preschool Education: A Right and Not a Privilege.
ED 140 974
- Sallop, Marvin B., Ed.**
Report on the Parent-Professional Forum: Education Day.
ED 140 552

- Sanchez, Bonnie, Comp.**
About Community College Community Education and Community Services. A "Brief" Highlighting Important Literature since 1965 about Community Education and Community Services in the Community College.
ED 140 927
- Sandgren, Bjorn**
On Cognition and Social Change: A Report from a Pilot Study Regarding the Effect of Schooling on Cognitive Growth and Attitudes towards Social Change in Pakistan, Reports from the Institute of Education, University of Goteborg, No. 57.
ED 141 198
- Sanford, Timothy R.**
Using an Induced Course Load Matrix.
ED 140 708
- Sarachandran, V.V., Comp.**
Mass Communication in Malaysia: An Annotated Bibliography.
ED 140 347//
- Sarify, Nasser**
Directory of Chairpersons of Country Resource Panels.
ED 140 837
- Saunders, Nancy**
Departments and Department Chairs: Organizational and Administrative Influences on Undergraduate Teaching. An Annotated Bibliography. On Teaching Undergraduate Sociology.
ED 140 701
- Savage, Tom V., Jr.**
Specifying Instructional Objectives: A Learning Package.
ED 141 271
- Schaffarzick, Jon**
NIE's Role in Curriculum Development: Findings, Policy Options, and Recommendations.
ED 140 401
- Schaffer, Dennis R.**
A Cost-Benefit Model for the Instructional Development Services.
ED 140 856
- Schmelkin, Liora**
The Effects of Verbalization and the Presence of a Memory Aid on Concept Learning in Educable Mentally Retarded Children.
ED 140 528
- Schoenfeld, Clay, Ed.**
Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs.
ED 141 185
- Schott, C.**
School Vandalism in Alberta: An Investigation into the Nature, Costs, and Contributing Factors.
ED 140 453
- Schrader, William B.**
Verbal and Mathematical Ability of High School Juniors in 1974: A Norms Study of PSAT/NMSQT. Research Bulletin RB-76-27.
ED 141 372
- Schreiber, Ernest**
400+ Ways to Save Money in Your Schools.
ED 140 435//
- Schreiner, Robert**
Assessing Reading Comprehension.
ED 140 225
- Schreyach, Jon C.**
The Dynamics of Army Writing.
ED 140 343
- Schroeder, Paul E.**
Review of Existing Information Systems and Networks: Applicability to the Design of the SYSTEM. (A Staff Working Paper.)
ED 140 092
- Schultz, Judith M.**
Population Education Activities for the Classroom.
ED 141 178
- Schuncke, George M.**
Intrinsic Rewards and Learning for Cooperation.
ED 141 202
- Schwane, J.**
Walking Versus Jogging in Stages III and IV of the Bruce Treadmill Test.
ED 141 302
- Schwartz, Lester J.**
Student Progress Reporter Corps., School Year 1975-1976.
ED 141 488
- Schwoebel, Jean**
Newsroom Democracy: The Case for Independence of the Press. Monograph Series, No. 2.
ED 140 341
- Scollon, Ronald**
A Sketch of Kutchin Phonology. Working Papers in Linguistics, Vol. 7, No. 3, May-June, 1975.
ED 140 605
- Scopino, John A.**
Characteristics of Doctoral Scientists and Engineers in the United States.
ED 141 181
- Scott, Craig S.**
Factors Influencing Professorial Assessment.
ED 141 398
- Scott, Michael**
An Exploratory Investigation of the Relationships of Three Types of Communication Apprehension to Student Attitudes, Levels of Satisfaction, and Achievement.
ED 140 361
- Scott, Owen**
An Inventory for Appraising Experimental Research Designed for Introductory Research Methods Classes.
ED 141 384
- Scruggs, James A.**
Florida Migratory Child Compensatory Program. Evaluation, 75-76.
ED 140 999
- Seaver, Judith W.**
An Observation Protocol for Early Childhood Settings.
ED 140 952
- Seelye, H. Ned, Ed.**
Intercultural Communicator Resources.
ED 140 622
- Seivert, Chester**
Printing. Performance Objectives. Basic Course.
ED 139 943
Printing. Performance Objectives. Intermediate Course.
ED 139 939
- Sengstock, Mary C.**
The Culpable Victim in Mendelsohn's Typology.
ED 140 138
- Sepkoski, Carol**
The Effects of High Risk Factors on Neonatal Behavior as Measured by the Brazelton Scale.
ED 140 972
- Sessoms, H. Douglas**
Leisure Services: The Organized Recreation and Park System. Fifth Edition.
ED 141 280//
- Severin, Mary Susan**
Applying a Schema for Studying the Instructive Techniques Employed by Authors of Four Novels for Adolescents.
ED 140 300//
- Sexton, Patricia Cayo**
Women and Work. R & D Monograph 46.
ED 140 062
- Shane, Harold G.**
Curriculum Change Toward the 21st Century. The Curriculum Series.
ED 140 443
- Shani, Esther**
Structural Components Revealed by Evaluating the Quality of Elementary School Tests.
ED 141 383
- Shannon, Michael O.**
Legal Literature Survey: A Bibliography for a Workshop on Unraveling Government and Legal Documents.
ED 140 819
- Sharify, Nasser**
The Pahlavi National Library of the Future: A Summary of Its Origin, Its Planning, Its Objectives and Its Services.
ED 140 803
- Shark, Alan R.**
Final Report of the Research Project on: Students and Collective Bargaining.
ED 140 741//
- Shaw, B. N.**
Academic Tenure in American Higher Education.
ED 140 737//
- Shea, Richard J.**
Interagency Outclient Service Delivery to Young Children and Their Families.
ED 140 596
- Sher, Jonathan P.**
Public Education in Sparsely Populated Areas of the United States.
ED 141 006
- Sherman, Deborah Fick**
Energy in the Classroom, Vol. I, Activities Guide for K-3.
ED 141 065//
Energy in the Classroom, Vol. II, Activities Guide for 4-7.
ED 141 066//
Energy in the Classroom, Vol. III, Activities Guide for 8-12.
ED 141 067//
- Shettel, Harris H.**
An Evaluation of Visitor Response to "Man In His Environment." Final Report.
ED 141 078
- Shew, Phillip, Ed.**
Reading and TV; Proceedings of the Spring 1972 Rutgers University Reading Conference.
ED 140 258
- Shore, Marietta Saravia**
The Content Analysis of 125 Title VII Bilingual Programs Funded in 1969 and 1970.
ED 141 438
- Shrensky, Joan**
The Parent's Manual: A Manual of Supplementary Activities for Homebound Children with Severely Handicapping Conditions.
ED 140 562
- Shrock, Sharon**
Ecological Inquiry: Expanding the Definition.
ED 140 788
- Shuchat Shaw, Francine Belle**
Congruence: A Methodology for Aesthetic Curricular Criticism and Post-Critical Theorizing: Reconceptualizing Knowledge and Methods, as Curricular Foundations, in Secondary Cinematic Arts Education.
ED 140 306//
- Shultz, Jeffrey**
An Ethnographic Analysis of the Language Use Patterns of Bilingually Schooled Children. Working Papers on Bilingualism, No. 13.
ED 140 664
- Sigurdson, Conrad W.**
Effectiveness of the Instruction and Research Unit and Student Achievement in IGE Schools. Technical Report No. 385. Parts I and II.
ED 141 328
- Sikes, Walter**
Case Studies on Faculty Development.
ED 140 700
- Silver, Howard A.**
ICIM, Individualized, Competency Based, Instruction in Mathematics: Basic Mathematical Skills. Chicago State University Mathematics Remediation Program.

- ED 141 088
- Silverman, Robert J.**
The Relationships among Three Measures of Bilingualism and Their Relationship to Achievement Test Scores.
ED 140 632
- Sime, Wesley E.**
A Comparison of Exercise and Meditation in Reducing Physiological Response to Stress.
ED 141 339
Stress Testing Recovery EMG for Evaluation of Biofeedback and Progressive Muscle Relaxation Training Effects.
ED 141 338
- Simoes, Antonio, Jr., Ed.**
The Bilingual Child; Research and Analysis of Existing Educational Themes.
ED 141 448//
- Simon, Charles W.**
Response Surface Methodology Revisited: A Commentary on Research Strategy.
ED 141 385
- Simone, Martha W.**
Decision Making in the School: A Participatory Model.
ED 141 203
- Sinatra, Richard**
Interacting Factors of Reading Comprehension in the Classroom.
ED 140 264
- Sindt, Roger P.**
Manufactured Housing--The Modular Home in Texas.
ED 140 491
- Singer, Burton**
Mathematical Representations of Development Theories.
ED 140 184
- Singer, Norman M.**
A Retrospective Analysis of the Development of Program Criteria.
ED 140 477
- Siple, William K.**
Bell Laboratories Book Acquisition, Accounting and Cataloging System (BELLTIP).
ED 140 869
- Sirigiovanni, George**
The Buckley Amendment.
ED 140 380
- Skaggs, Peggy**
Teaching Business Communications Journalism or Humanistic Endeavor?
ED 140 340
- Skilbeck, William M.**
Transmission and Compliance with Expectations in a Simulated Supervisor-Worker Interaction.
ED 140 137
- Skold, Betty Westrom**
Sacagawea, The Story of an American Indian.
ED 140 996//
- Slate, Mitchell Perry**
Application of a Library Network Model: A Case Study of the Rolling Prairie Library System.
ED 140 797
- Slavin, Robert E.**
Student Learning Teams and Scores Adjusted for Past Achievement: A Summary of Field Experiments. Report No. 227.
ED 141 468
Student Team Learning Techniques: Narrowing the Achievement Gap Between the Races. Report No. 228.
ED 141 469
- Slick, James M., Comp.**
Career Bibliography. A Guide to Free and Inexpensive Occupational Information.
ED 140 065
- Sloat, Kim C.M.**
Consultation on a Basic Reading Skill: Hookena, 1975-76.
ED 140 263
- Slobin, Dan I.**
Language Change in Childhood and in History. Working Papers of the Language Behavior Research Laboratory, No. 41.
ED 140 671
- Smith, Barbara A.**
Historic Denver for Kids.
ED 141 260
- Smith, Bruce L.**
Developmental Aspects of English Segment Duration.
ED 140 634
- Smith, Harry E.**
Renewing Liberal Arts Colleges. Identifying, Planning, Implementing, and Assessing Institutional Renewal. Report of the Project on the Assessment of Institutional Renewal.
ED 140 712
- Smith, M. Estelle**
The Case of the Disappearing Ethnic.
ED 141 447
- Smith, Marzell**
Level and Remedy in School Desegregation Research.
ED 141 472
- Smith, Pat**
Federal Student Aid: Who Receives It and How Is It Packaged?
ED 140 727
- Smith, Patricia J.**
Piagetian Principles Used in a High School Chemistry Class.
ED 141 079
- Smith, Paul**
Little Rock Public Schools Early Childhood Survey.
ED 140 957
- Smith, Richard E.**
Cognitive Remediation of Blind Students. A Teacher Training Program: Developing and Implementing Process-Oriented Teaching Strategies.
ED 140 586
- Smith, Ronald G.**
The Factorial Measurement of Master's Level Clinical Functions in Mental Health Agencies.
ED 140 168
- Smith, Susan J.**
DOGS--Designs for Organizing "Gobs" of Students.
ED 140 249
- Smith, Vernon**
What the People Think About Their Schools: Gallup's Findings. Fastback Series No. 94.
ED 141 400
- Snelbecker, Glenn E.**
The Educational Psychologist as Architect.
ED 141 227
- Sneve, Virginia Driving Hawk**
3 Lakota Grandmother Stories - Health Lessons for Young People.
ED 140 995//
- Soll, Lila**
Writing an Original Research Paper Involves an Ability to Perform.
ED 140 331
- Solliday, Michael A.**
The University Supervisor: What Place in Academe? Student Teacher Supervisor Questionnaire.
ED 141 321
- Solomon, Susan R.**
Mainstreaming as an Approach to Special Education Services: Organization and Training.
ED 140 519
- Sommerville, Joseph C.**
Maximizing the Effectiveness of Leadership In-service Education: An Operational Model.
ED 140 481
- Sorensen, Bobbi, Ed.**
"Model" Units for the Gifted. [A Compilation of Units for Gifted Students Based on Four Theoretical Models.]
- Soy, Rosa H.**
Bilingual Education through Music.
ED 141 473
- Sparks, June R.**
Institutional Research in Georgia Junior Colleges.
ED 140 913
- Sparling, Joseph J.**
Conjoint Scaling as a Decision Aide in Curriculum Development.
ED 140 417
- Sparrow, W. Keats**
Technical Writing: The Real Needs.
ED 140 330
- Speiker, Charles A.**
Leadership in the Arts: A Testing of Assumptions.
ED 141 258
A Tri-Level Study of Arts Education: Report to the "Arts, Education and Americans Panel."
ED 141 257
- Spencer, Thelma L.**
Ethnic Minorities and National Standardized Testing.
ED 141 467
- Sperling, Trudi**
The Role of the "Y" as a Leisure Education Organization.
ED 140 023
- Spiegel, Dixie Lee**
Investigation of the Effects of Training in the Use of Adjunct Aids on Comprehension When Reading Factual Materials, With Attention Given to Measuring Attitudes.
ED 140 235//
- Spillerman, Seymour**
Mathematical Representations of Development Theories.
ED 140 184
- Splawn, Robert E., Ed.**
Studies in Education.
ED 141 347
- Spoelders, Marc**
EFL in Belgian Elementary Schools. Some Remarks in the Light of a Flemish Experiment.
ED 140 641
- Springhorn, Ron G.**
Psychological and Physiological Alternatives in the Control of Human Communicative Behavior.
ED 141 215
- Sproule, J. Michael**
The Problems of Using Public Rhetoric to Reveal Private Philosophy: An Analysis of Richard Weaver on the Arguments from Circumstance and Definition.
ED 140 368
- Sprouse, Betsy M., Ed.**
National Directory of Educational Programs in Gerontology. First Edition.
ED 140 015
- St. Pierre, Robert**
Anchor Test Study: School, Classroom, and Pupil Correlates of Fifth-Grade Reading Achievement.
ED 141 418
- Stahl, Robert J.**
The Status of Population Education in Florida Secondary Schools During 1973-74. Research Monograph 19.
ED 141 183
Valuing Exercises for the Environmental Education Classroom.
ED 141 094
- Stapleton, Clement E.**
Articulation of Vocational Education Curriculum between Secondary and Post-Secondary Levels in Wisconsin. Final Report.
ED 140 077
- Steele, David A.**
Course Outlines in Vocational Agriculture. Research Project.
ED 140 080

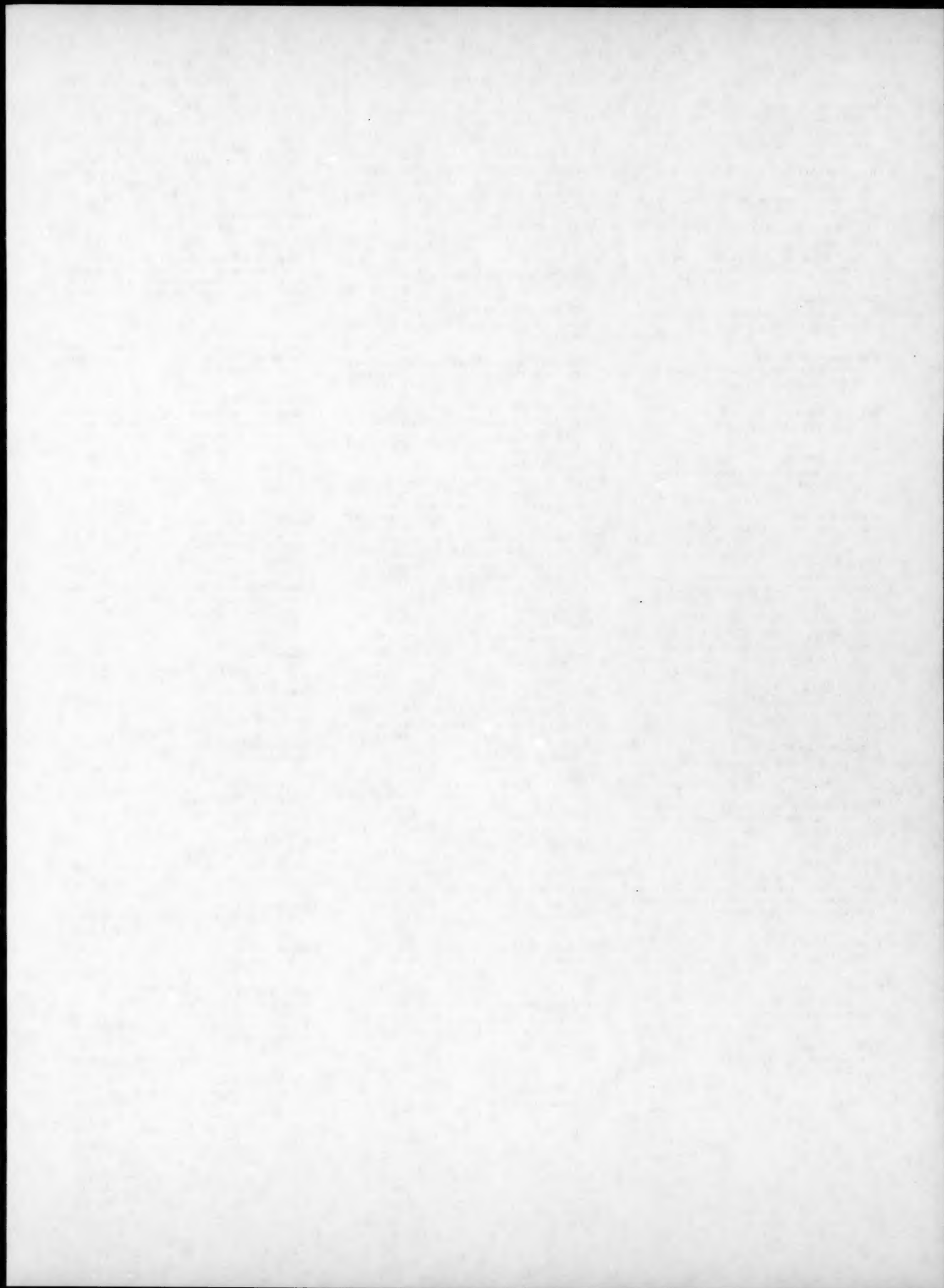
- Steig, Janet B., Ed.**
What to Do If They Fire: The Remedial Reading Teacher? The Special Education Teacher? The Learning Disabilities Teacher? Proceedings of the Annual Spring Reading Conference (11th, Rutgers University, April 1976).
ED 140 259
- Stein, Barry**
The Lummi Indians - Economic Development and Social Continuity.
ED 141 007//
- Steiner, Elizabeth**
Educology: Its Origin and Future.
ED 141 201
- Stemnock, Suzanne K.**
Guidelines for School Staffing Ratios. ERS Report.
ED 140 459//
Summary of Research on Size of Schools and School Districts. ERS Research Brief.
ED 140 458//
- Stenner, A. Jackson**
Structural Integrity in Measures of Self Concept.
ED 141 378
- Stephens, Beth**
Cognitive Remediation of Blind Students: Final Report and Demonstration of Educational Techniques.
ED 140 583
- Stephens, Cecile H.**
The Development of a Mini-Course in Teaching Gesture Drawing.
ED 140 918
- Stepus, Patricia Ann**
To Determine Whether Videotape Instruction is More Effective for Learning than the Traditional Didactic Approach.
ED 140 831
- Stern, David**
Wages and Other Rewards, What People Want or Get from Their Jobs, and How Education Makes a Difference (or Does It). Three Papers.
ED 140 037
- Stern, David A., Ed.**
Focus: Secondary Speech Education.
ED 140 379
- Steuerle, Eugene**
Wealth and the Accounting Period in the Measurement of Means. The Measure of Poverty, Technical Paper VI.
ED 141 464
- Stevens, Jr., Joseph H.**
Differential Outcomes of Early Childhood Education.
ED 140 935
- Stevens, Mary A.**
Developing Learning Objectives for a Model Course to Prepare Adults for the Assessment of Prior, Non-Sponsored Learning by Portfolio Evaluation.
ED 140 887
- Stevenson, Sharon**
Indian Education Project: An Abridgment.
ED 141 016
- Stewart, Ellen A.**
Helping Students Develop Career Decision-Making Skills. Coordinator's Guide.
ED 140 189
Helping Students Develop Career Decision-Making Skills.
ED 140 190
- Stewart, Kirby**
The Vegetable Bowl. Research Monograph No. 13.
ED 141 134
- Stiehm, Bruce G.**
Cultural Values and Lexical Features in Spanish Grammar.
ED 140 647
- Stiller, Al**
Developing and Conducting In-Service Programs. Coordinator's Guide.
ED 140 191
Developing and Conducting In-Service Programs.
ED 140 431
- Stine, Vance**
Some Characteristics of Students Who Withdrew from L.A.C.C. Spring 1976, Spring 1975, Spring 1974, and Spring 1973. Research Study #77-9.
ED 140 876
- Stirling, Keith H.**
The Effect of Document Ranking on Retrieval System Performance: A Search for an Optimal Ranking Rule.
ED 140 860
- Stober, Marvin**
Program Planning Guidelines: A Review of Research with Implications for the Education and Training of the Severely to Profoundly Mentally Retarded.
ED 140 518
- Stocker, Carl**
Student Attitudes Toward Science Before and After Introductory College Physics Courses.
ED 141 080
- Stoker, W.M., Ed.**
Studies in Education.
ED 141 347
- Stokes, Neil A., III**
Sequential Analysis of Visual and Verbal Behavior During Dyadic Conversation.
ED 140 141
- Stoltman, Joseph P., Ed.**
Spatial Stages Development in Children and Teacher Classroom Style in Geography. International Research in Geographic Education.
ED 141 218
- Stone, Gerald C.**
Reports on Standardized Economic Figures for Small Newspapers and City Editors' Knowledge about Their Audience. America Newspaper Publishers Association News Research Bulletin, No. 2.
ED 140 349
- Stone, Patty**
Getting It Out, Getting It Down: Adapting Zoellner's Talk-Write.
ED 140 354
- Story, Norman L.**
Continuous Utilization of Biofeedback in Psychotherapy.
ED 140 140
- Stovall, Anthony M.**
A Computerized Special Collections Inventory System at the Wayne State University Libraries.
ED 140 859
- Straumanis, Joan**
Logic and Simulation.
ED 140 843
- Strayer, F. F.**
Ethological Perspectives on Preschool Social Organization.
ED 140 976
- Strickland, Wayne G.**
The Importance of the Graphic Approach to Research in Higher Education.
ED 140 694
- Struck, John W.**
Research and Development Project in Career Education. Final Report.
ED 139 906
- Stunkard, Albert J.**
Obesity and Psychoanalysis.
ED 140 133
- Sullivan, Edmund V.**
Kohlberg's Structuralism: A Critical Appraisal. Monograph Series/15.
ED 140 482//
- Sumner, Gerald**
Federal Programs Supporting Educational Change, Vol. VI: Implementing and Sustaining Title VII Bilingual Projects.
ED 140 431
- Sunal, Dennis W.**
Microteaching Skills in Science Checklist: An Observational Instrument to be Used for Evaluation and Description of Science Teaching in the Elementary School.
ED 141 092
Survey of Classroom Activities for Science: A Questionnaire for Evaluation and Description of Science Teaching in the Elementary School.
ED 141 093
- Susman, Elizabeth J.**
The Relation of Visual and Verbal Style of Television Presentation to Learning of Prosocial Content.
ED 140 956
- Sutton-Smith, Brian**
The Enculturation of the Imaginative Processes Between the Ages of Five and Seven Years and Their Effect Upon Classroom Activity. Final Report.
ED 140 945
- Svenonius, Elaine**
The Integration of Information Science into the Library School Curriculum at the University of Western Ontario.
ED 140 796
- Swalls, Fred**
The Law on Student Teaching in the United States.
ED 140 416//
- Swetz, Frank J.**
Was Pythagoras Chinese? An Examination of Right Triangle Theory in Ancient China. The Pennsylvania State University Studies No. 40.
ED 141 128//
- Swyers, Betty J.**
Designing a Micro-Unit-Learning-Module.
ED 141 274
- Sydnor, Clement Adkisson, III**
The Relationship between Reading Achievement and Academic Achievement for Program Graduates of the Diagnostic and Remedial Reading Program of the Richmond Schools.
ED 140 236//
- Sykes, Gary**
NIE's Role in Curriculum Development: Findings, Policy Options, and Recommendations.
ED 140 401
- Syverson, Peter D.**
Doctorate Recipients from United States Universities. Summary Report 1976.
ED 140 721
- Tabler, Kenneth**
National Longitudinal Study of the High School Class of 1972: First Followup Survey Design, Instrument Preparation, Data Collection and File Development.
ED 141 406
- Tadlock, Larry**
Assessing High School Vocational Students' Attitudes Toward Travel Away from Their Home Schools. Final Report.
ED 140 079
- Taliaferro, Hugh**
Management Listens to Its Own Speech.
ED 140 369
- Tanner, Linda R.**
Some Constraints on the Word Frequency Effect in Written Discourse.
ED 140 357
- Tatham, Elaine**
Institutional Research: Resources and Suggestions.
ED 140 880
- Taussig, Michael K.**
Conference on the Trend in Income Inequality in the U.S. Part I, Trends in Inequality of Well-Offness in the United States since World War II. Part 2, Conference Overview: Conceptual Issues, Data Issues, and Policy Implications.
ED 141 457
- Taylor, Ernest**
Building Maintenance. Performance Objectives. Basic Course.

- Tee, Lim Huck, Comp**
Mass Communication in Malaysia: An Annotated Bibliography.
ED 139 963
- Teitelbaum, Herta**
The Validity of Various Techniques Measuring Children's Bilingualism. Working Papers on Bilingualism, No. 13.
ED 140 347//
- Tenenbaum, Ariene Bonnie**
The Use of Congruence between the Items in a Norm-referenced Test and the Content in Compensatory Education Curricula in the Evaluation of Achievement Gains.
ED 140 665
- Tener, Barbara**
Training Resource Manual on Arbitration in the Public Schools.
ED 140 409
- Tennyson, Carol L.**
Computer-Based Adaptive Instructional Strategies for the Improvement of Performance and Reduction of Time.
ED 140 782
- Tennyson, Robert D.**
Computer-Based Adaptive Instructional Strategies for the Improvement of Performance and Reduction of Time.
ED 140 782
- Terry, Laura Lynn**
The Effects of a General Semantics Language Arts Program on Self Concepts of Third Grade Children.
ED 140 309//
- Tesch, Renata**
The Humanistic Approach to Educational Research.
ED 140 475
- Thomas, Diana M.**
Integration of Information Science in UCLA's Two-Year Program.
ED 140 851
- Thompson, Clem W.**
Manual of Structural Kinesiology. Eighth Edition.
ED 141 334//
- Thompson, John A.**
Career Education. Administrators and Counselors Implementation Model. Module I: Career Education Information.
ED 140 040
Career Education. Administrators and Counselors Implementation Model. Module III--Teacher Information and Orientation for Administrators. (3.1) Identify Change Strategy.
ED 140 042
Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.1) Develop Plans for Curriculum Preparation and Infusion.
ED 140 043
Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.2) Plans for Resource Allocation.
ED 140 044
Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.3) Plans for Scheduling.
ED 140 045
Career Education. Administrators and Counselors Implementation Model. Module IV--Planning. (4.4) Plans for Community Involvement.
ED 140 046
Career Education. Administrators and Counselors Implementation Model. Module V--Implementation. (5.1) Supervision of Teaching.
ED 140 047
Career Education. Administrators and Counselors Implementation Model. Module V--Implementation. (5.2) Curriculum Evaluation.
ED 140 048
Career Education. Administrators and Counselors Implementation Model. Module VI--Evaluation of Career Education (Administrator).
ED 140 049
- Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii. Phase IV. Final Report.**
ED 140 039
- Thompson, Kenneth W.**
Higher Education and Social Change. Promising Experiments in Developing Countries. Volume 1: Reports.
ED 140 745//
- Thompson, Kenneth W., Ed.**
Higher Education and Social Change. Promising Experiments in Developing Countries. Volume 2: Case Studies.
ED 140 744//
- Thompson, Marian L.**
Handbook for Commissions on the Status of Women.
ED 140 164//
- Thompson, Moses**
Masonry. Performance Objectives. Intermediate Course.
ED 139 945
- Thompson, R.W.**
Creole Languages and Educational Development. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 13.
ED 140 607
- Thweatt, Norma Erna Fork**
Two Methods of Teaching Communication Skills to Graduate Level Students in Counseling and Guidance.
ED 140 337//
- Tidwell, Joseph**
Diesel Mechanics. Performance Objectives. Basic Course.
ED 139 941
Diesel Mechanics. Performance Objectives. Intermediate Course.
ED 139 942
- Tiernan, Robert J.**
New York's Access to Records Law.
ED 140 317
- Tighe, Ruth L., Comp.**
On-Line Shared Cataloging in NELINET Libraries: Report of a Survey.
ED 140 773
- Tikunoff, William J.**
Mother, I Can Do It Myself! A Humanistic View of Assessment and CBTE.
ED 141 342
- Timpson, William M.**
Cross Cultural Considerations for Education and Research.
ED 141 216
- Tindall, Lloyd W.**
Modifying Regular Vocational Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1976.
ED 140 541
- Tobin, Robert I.**
The Way It's Working: An Evaluation of the Boston Career Exploration Project.
ED 140 083
- Toepfer, C. F., Jr.**
A Realistic Expectation for Cognitive Growth During Transescence.
ED 141 316
- Tognetti, Ann**
The Evaluation of Instructional Programs. ERS Annotated Bibliography.
ED 140 457//
- Tomas, Douglas A.**
Performance by Prospective Teachers with Different Preparation in Diagnosis of Oral Reading by a Linguistically Different Student.
ED 140 250
- Tomasi, Lydio F.**
The Ethnic Factor in the Future of Inequality.
ED 141 234
The Italian American Family: The Southern Italian Family's Process of Adjustment to an Urban America.
- Torrance, E. Paul**
Effects of a Career Development Institute on the Images of the Future of Gifted Adolescents.
ED 141 235
- Townsend, Anne**
Energy: Who's Doing What?
ED 141 186
- Trammell, Georgia R., Comp.**
The Multihandicapped: A Selective Bibliography of Non-Print Materials.
ED 140 834
The Multihandicapped: A Selective Bibliography of Non-Print and Print Materials.
ED 140 835
- Tramutola, Joseph L., Ed.**
A Legal Overview of the New Student as Educational Consumer, Citizen, and Bargainer.
ED 140 739//
- Trent, Curtis**
An Analysis of Student Evaluation of Course and Instructor as an Expression of the Student's Values and Adult Education Attitudes.
ED 139 992
The Educational Development Officer--A New Staff Development Concept in the Community College and Technical Institute.
ED 140 017
The Effectiveness of Three Media in Disseminating Basic Information to Low Income Families.
ED 141 004
- Tripp, D. H.**
The Analysis of Discourse as Evaluation of Productive Thinking.
ED 141 113
- Trollinger, Ira R.**
Games for the Science Classroom. An Annotated Bibliography.
ED 141 071
- Troutman, James G.**
Predictors of Success in Freshman Mathematics.
ED 141 124
- Troyka, Lynn Quiltman, Ed.**
The National Conference on Minimum Competencies: Trends and Issues. Proceedings. (City University of New York, March 4, 1977)
ED 141 404
- Trueba, Henry T., Comp.**
Bilingual Bicultural Education for the Spanish Speaking in the United States: A Preliminary Bibliography.
ED 141 029//
- Tubb, Gary W.**
Current Use of Computers in the Teaching of Statistics.
ED 141 109
- Tucker, Eugene**
The Follow Through Planned Variation Experiment: What is the Pay-Off?
ED 141 449
- Tupper, Allison**
Project Scan: School and Community Project for Abused and Neglected Children. Final Report.
ED 141 436
- Tuten, Kerry**
A Contemporary Outlook on the Use of Media in the Classroom.
ED 140 863
- Tway, Patricia**
Regional and General Speech Patterns of Factory Workers.
ED 140 627
- Tweeten, Luther**
Micropolitan Development: Theory and Practice of Greater-Rural Economic Development.
ED 141 061//
- Tyler, V. Lynn, Ed.**
Intercultural Communicator Resources.
ED 140 622
- Udolf, Roy**
The College Instructor's Guide to Teaching and Academia.

374 Author Index

- Undy, Harry**
Our World. CEM Topic Folder No. 3.
ED 141 206
- Vacanti, Loretta**
Parent-Generated Home-School Activities.
ED 141 360
- Vacc, Nicholas**
A Training Model for Peer Tutoring with Mentally Retarded Individuals.
ED 140 575
- Valentine, Lonnie D., Jr.**
Prediction of Air Force Technical Training Success from ASVAB and Educational Background.
ED 140 098
- Vance, Barbara**
The Effects of Reverse Instructional Sequencing and Elicited Verbalization on Learning a Problem Solving Algorithm.
ED 140 961
- Vance, Hubert**
The Utilization of Consumer Surveys in Assigning Priorities to the Allocation of School Psychological Services.
ED 140 144
- Van Egeren, Thomas**
Piagetian Principles Used in a High School Chemistry Class.
ED 141 079
- Van Nagel, Clint**
A Generic Competency Based Teacher Training Program in Special Education.
ED 140 591
Observational Techniques for Use by Special Educators in Assessing Students with Learning Disabilities.
ED 140 590
- Van Voorhees, Curtis**
Four Case Studies: Working Partnerships Between Community Colleges and Community Schools. Community Colleges, Community Education Monograph #1.
ED 140 874
- Vaughan, Patricia E.**
Northeast Academic Science Information Center (NASIC). Final Report.
ED 140 850
- Verner, Zenobia, Ed.**
Literature.
ED 140 319
- Verner, Zenobia Brown**
Basic Interaction: An Experiment in Improving Its Quality and Quantity.
ED 140 352
Implementing English Programs in Alternative Schools.
ED 140 356
A Study of Needs for Possible Inservice Education Programs as Expressed by Secondary English Teachers and as Perceived by Their Administrators.
ED 140 351
- Vietze, Peter M.**
Multivariate Model of Infant Competence.
ED 140 946
- Vincent, Kenneth**
Welding. Performance Objectives. Basic Course.
ED 139 947
Welding. Performance Objectives. Intermediate Course.
ED 139 946
- Virant, Milt**
A Study of Needs for Further Learning as Seen by Teachers of Secondary School Mathematics.
ED 141 353
- Vitulo-Martin, Thomas W.**
No Exit: The Closing of Choice in Education.
ED 141 194
- Vollbrecht, Michele Touzeau, Comp.**
Grade Equivalent Scores: An Annotated Bibliography.
ED 141 386
- von Euler, Mary**
Meeting the Courts' Research Needs.
ED 141 440
- Wager, Walter**
Instructional Curriculum Mapping.
ED 141 264
- Wagner, Barry Martin**
Mathemagenic Effects of Postadjunct Questions in Three Response Modes on the Learning of Factual Knowledge and Its Application.
ED 140 237//
- Wagner, Sigrid**
Conservation of Equation and Function and Its Relationship to Formal Operational Thought.
ED 141 117
- Wahlstrom, Merlin W.**
Assessment of Student Achievement. A Survey of the Assessment of Student Achievement in Ontario.
ED 141 403//
- Wallace, James M.**
Consumer Protection for Educators.
ED 141 312
From Procession to Profession: An Historical Case Study in the Governance of Teacher Education.
ED 141 307
- Waller, Earl A.**
Summary of Research Findings on the Military General Educational Development Program. Final Report.
ED 139 986
- Walter, James E.**
Continuation of the Dissemination/Implementation of Individually Guided Education 1974-1975. Technical Report No. 402.
ED 140 847
- Walters, Henry R.**
Flexible Calendar Pilot Program 1976-77.
ED 140 897
- Walz, Garry R.**
On Becoming A Change Agent.
ED 140 212
- Wanat, Stanley F., Ed.**
Language and Reading Comprehension. Linguistics and Reading Series: 2. Paper in Applied Linguistics. CAL-ERIC/CLL Series on Languages and Linguistics, No. 52.
ED 140 614
- Wardhaugh, Ronald, Ed.**
A Survey of Applied Linguistics.
ED 140 678//
- Wargo, Michael J.**
Those Elusive Components that Contribute to the Success of Compensatory Education Projects.
ED 141 444
- Warnar, Robert B. J.**
Foreign and Domestic Accomplishments in Magnetic Bubble Device Technology. Computer Science & Technology.
ED 140 814
- Warren, Lynda W.**
The Relationship of Chicano Acculturation to Self-Report Anxiety and Attitudes toward Counseling and Psychotherapy.
ED 140 143
- Watson, Bernard C.**
Current Issues and the Future of Education of Education in the Black Community.
ED 141 456
- Waugh, Michael L.**
The Effects of Diagnostic Testing as an Organizing Feedback Mechanism on the Achievement of First Year College Biology Students.
ED 141 082
- Wax, David M.**
Northeast Academic Science Information Center (NASIC). Final Report.
ED 140 850
- Weathermon, Sidney Earl**
The Effectiveness of Four Methods of Presentation upon the Recall of Factual Information of Expository Material by Fifth Graders.
ED 140 650
- Weaver, Marita A.**
The Region V Conference on Competency Based Teacher Education (Midland Hotel, Chicago, Illinois, March 11-13, 1975). Final Report.
ED 140 070
- Weaver, Waldo G.**
The Development of a Student Observation of Teachers Instrument for Use in High Schools.
ED 141 409
- Weber, William M.**
History of Education Vouchers in East Hartford Connecticut. The Parents' Choice Project: February 1975 - January 1976.
ED 140 393
- Wedgeworth, Robert**
Report of the Advisory Group on Libraries to the Librarian of Congress.
ED 140 829
- Weidner, Margaret Joanne**
A Study of the Effects of Teacher Oral Reading of Children's Literature on the Listening and Reading Achievement of Grade Four Students.
ED 140 246//
- Weinberg, William**
Training Resource Manual for Impasse Procedures in Public School Negotiations.
ED 140 408
- Wendel, Robert, Ed.**
A Teacher's Guide to Metrics. A Series of In-Service Booklets Designed for Adult Educators.
ED 139 904
- Wenzel, Evelyn**
RESEARCH SUMMARY: Basic Skills in Handwriting and Spelling.
ED 140 271
- Wheless, Lawrence**
An Exploratory Investigation of the Relationships of Three Types of Communication Apprehension to Student Attitudes, Levels of Satisfaction, and Achievement.
ED 140 361
- Whelihan, William M.**
A Geriatric Consultation and Diagnostic Center: One Model for Assessment.
ED 140 110
- White, Alan**
Project SEARCH Multi-Arts Curriculum: Lessons Plans for Fostering Exceptional Creative Potential Among Children with Handicaps (Working Draft).
ED 140 561
Project SEARCH: Phase II Evaluation, 1975-1976.
ED 140 560
- White, Carroll T.**
Color Evoked Potentials in Adults and Infants.
ED 140 970
- White, Donald J., Comp.**
Rural Development: A Pilot Project in Clinton County, New York.
ED 141 060
- White, Estelle E.**
A Test of the Homogeneity Thesis of the Culture of Poverty Theory: Characteristics of Disadvantaged Farm Families. Tech. Bul. No. 248, December 1975.
ED 141 009
- White, Lydia**
Error Analysis and Error Correction in Adult Learners of English as a Second Language. Working Papers on Bilingualism, No. 13.
ED 140 663
- White, Randall P.**
Reference Groups and Significant Others: Toward an Interface.
ED 140 111
- Whiteson, Valerie**
Group Testing of Listening Comprehension and Oral Proficiency.
ED 140 650

- Wildemuth, Barbara**
State Assessment and Testing Programs: An Annotated ERIC Bibliography. Volume I: General References. Volume II: Individual State Programs.
ED 141 389
- Wilder, Dan Glen**
The Effectiveness of the TARMAC Reading Program.
ED 140 238//
- Wiley, David E.**
The Decline of Achievement Test Scores: Evidence, Causes and Consequences.
ED 141 412
- Wilkins, Ernest**
Conversational Spanish Curriculum for Teachers of Migrant Children.
ED 141 003
- Williams, David Brian**
Computer Information Search and Retrieval: A Guide for the Music Educator.
ED 140 846
- Williams, Ian D.**
Ischemic Nerve Block.
ED 141 298
- Williams, John E.**
The Importance of the Graphic Approach to Research in Higher Education.
ED 140 694
- Williamson, John A.**
Inner-City Teachers More Authoritarian.
ED 141 303
- Willis, Bettie**
Basic Interaction: An Experiment in Improving Its Quality and Quantity.
ED 140 352
- Willis, Patricia**
Evaluation of Education Corps, 1975-76. Research and Evaluation Report; Vol. 10, No. 2., August 1976.
ED 141 352
- Wilson, Ann L.**
A Predictive Analysis of Early Parental Attachment Behavior.
ED 140 955
- Winn, William R.**
Assessment Centers: An Annotated Bibliography.
ED 141 408
- Wirt, Frederick M.**
If This Keeps up...Current School Policy Making and Political Learning.
ED 141 196
- Wirtz, Willard**
Bringing the World of Work and the Institutions of Education Closer Together. Two Commencement Addresses at The Ohio State University. Occasional Paper No. 28.
ED 140 102
- Wiseman, Molly J.**
School Media of 1987 Game.
ED 140 314
- Wixon, Vincent**
Getting It Out, Getting It Down: Adapting Zoellner's Talk-Write.
ED 140 354
- Wolter, Daniel R.**
Research on the Effect of Feedback on Writing: Review and Implications.
ED 140 355
- Womble, Melodie L.**
Summer Recess: Does it Make a Difference on Title I Student Achievement?
ED 141 445
- Wood, Helen M.**
The Use of Passwords for Controlled Access to Computer Resources. Computer Science & Technology.
ED 140 815
- Wood, Robert A.**
Establishing a Career Resource Center. Coordinator's Guide.
ED 140 197
Establishing a Career Resource Center.
ED 140 198
- Woodbury, Kenneth B., Jr.**
Rural Community Colleges: A Pennsylvania Case Study.
ED 140 875
Scope of Collective Bargaining in Pennsylvania Community Colleges.
ED 140 889
- Woolard, Wilma Lee B.**
The Combined School/Public Library Concept: Will it Work?
ED 140 805
- Worner, Michael Stephen**
A Study of the Reading Proficiency of Fourth Grade Children in North Dakota with Special Emphasis on the Disabled Reader.
ED 140 239//
- Wortham, Sue Clark**
A Survey and Comparison of Beginning Reading Instruction Practices in English Versus Spanish for Mexican American Children in First-Grade Classrooms in Texas.
ED 140 255//
- Wright, Janet**
Student Assessment Service: A Model for Assessment of Learning and Behavior Problems in the High School.
ED 140 157
- Wright, John C.**
Modeling the Medium: Effects of Formal Properties of Children's Television Programs.
ED 140 950
- Wuensch, Karl L.**
Academic Performance Related to Achievement Motive and Locus of Control.
ED 140 113
- Wulf, Kathleen M.**
An Attempt at Parent Education Through a Lecture-Discussion Series.
ED 140 959
- Wulff, Kenneth R.**
Modification of Taba's Application of Principles and Social Studies Inference Tests. A Progress Report.
ED 141 195
- Wynn, Eddie D.**
Williamsburg County Human Resources Campus (WCHRC): Planning Report.
ED 141 034
- Yarworth, Joseph S.**
The Relationship of Various Aspects of Student Self Concept and Selected Personal Variables to Participation in Various Types of School Activities.
ED 140 112
- Yates, Douglas**
Political Innovation and Institution-Building: The Experience of Decentralization Experiments.
ED 141 443
- Yates, Dudley V.**
An Analysis of the Bases Used By Library Evaluators in the Accrediting Process of the Southern Association of Colleges and Schools.
ED 140 800
- Yates, James R.**
Financing of Public Law 94-142.
ED 140 581
- Young, Aaron Ross, Jr.**
The Relationship of Selected Aspects of Reading Comprehension and Cognitive Tasks: Classification Abilities at the Concrete Operations Stage.
ED 140 242//
- Zaccaria, Michael A.**
A Position Paper on the Roles of Federal, State and Local Governments on Standards, Regulations and Laws for Day Care.
ED 140 965
- Zachowski, Matt, Ed.**
Rights in Conflict: A Report on the Annual Conference of the National Coalition Against Censorship (2nd, New York City, February 16, 1977).
ED 140 370
- Zalk, Linda**
Community-Involvement Pre-School, Developmental Program.
ED 140 574
- Zauner, Christian W.**
Physiological Alterations Observed in Young Competitive Swimmers During Three Years of Intensive Training.
ED 141 337
- Zeidner, Nancy I.**
Private Elementary and Secondary Education: A Bibliography of Selected Publications (1950-1974).
ED 140 498
- Zellman, Gail**
Federal Programs Supporting Educational Change, Vol. VI: Implementing and Sustaining Title VII Bilingual Projects.
ED 140 431
- Zettel, Jeffrey J.**
Public Law 94-142: The Education for All Handicapped Children Act. An Overview of the Federal Law.
ED 140 554
- Zgusta, Ladislav**
Linguistics and Bilingual Dictionaries. Studies in Language Learning, Vol. I, No. 1, Fall 1975.
ED 140 603
- Zigerell, James J.**
A Contemporary Course in the Humanities for Community College Students. [Core Curriculum]
ED 140 892
- Zimmerman, LaNette**
A Resource Unit in Film. Bulletin No. 7087.
ED 140 313
- Ziskind, Sylvia**
Telling Stories to Children.
ED 140 293//
- Zoglin, Mary Lou**
Financing Community Services Instruction.
ED 140 882
Understanding and Influencing the State Role in Postsecondary Education. Management Report 77/7.
ED 140 896
- Zucker, Robert A.**
Is Unwanted Pregnancy Motivated?
ED 140 142



This index lists the titles of documents under the institution responsible for them and under the sponsoring agency, when appropriate. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title number. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Sacramento State College, Calif.

Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ————— ED 013 371

Abt Associates, Inc. Cambridge, Mass.

Anchor Test Study: School, Classroom, and Pupil Correlates of Fifth-Grade Reading Achievement.

ED 141 418

World View and Educational Change: A Study of Time in a Small School District.

ED 141 035

Academic Collective Bargaining Information Service, Washington, D.C.

From Impasse to "Lockout": Community College of Beaver County, September 1976. Special Report #30.

ED 140 907

Agency for International Development

(Dept. of State), Washington, D.C.

An Analysis of U.S. Foreign Direct Investment Policy and Economic Development. A.I.D. Discussion Paper No. 36.

ED 141 226

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Assessment Centers: An Annotated Bibliography.

ED 141 408

Predicting Success in the AFOTC Scholarship Program. Final Report, January 1976-January 1977.

ED 141 420

Prediction of Air Force Technical Training Success from ASVAB and Educational Background.

ED 140 098

Summary of Research Findings on the Military General Educational Development Program. Final Report.

ED 139 986

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Man-Computer Symbiosis Through Interactive Graphics: A Survey and Identification of Critical Research Areas.

ED 140 855

Alachua County Schools, Gainesville, Fla.

The Alternative School: Alachua County (Florida) Public Schools. Descriptive Materials Covering the Secondary Center for Emotionally Disturbed Adolescents.

ED 140 600

Alaska State Commission on Postsecondary Education, Juneau.

Public Community Colleges in Alaska: A Report of Public Hearings.

ED 140 872

Alberta Dept. of Education, Edmonton.

Availability of Non-Nutritious Foods in Alberta Schools. Research Bulletin 77-1.

ED 140 452

Report of an Assessment of the Educational Needs of Northern Albertans, 1976.

ED 140 998

Summary of the Early Childhood Services Task Force on Teacher Competence.

ED 141 294

Alberta Dept. of Education, Edmonton.

Planning and Research Branch.

A Cost-Benefit Study of the Alberta Correspondence School.

ED 140 470

School Vandalism in Alberta: An Investigation into the Nature, Costs, and Contributing Factors.

ED 140 453

A Study of Custodial Services Required by Schools in Athabasca County.

ED 140 471

Alberta Educational Communications Corp., Edmonton.

Formative Research in Educational Media.

ED 140 792

Alberta Univ., Edmonton.

General Report of the Alberta School Discipline Study, 1975-76.

ED 140 454

Alfred P. Sloan Foundation, New York, N.Y.

Alfred P. Sloan Foundation Report for 1976.

ED 140 798

Alliance of Child Development Associations, San Antonio, Tex.

A Position Paper on the Roles of Federal, State and Local Governments on Standards, Regulations and Laws for Day Care.

ED 140 965

American Association for State and Local History, Nashville, Tenn.

Researching, Writing, and Publishing Local History.

ED 141 236//

American Association of Community and Junior Colleges, Washington, D.C.

Four Case Studies: Working Partnerships Between Community Colleges and Community Schools. Community Colleges, Community Education Monograph #1.

ED 140 874

American Association of Physics Teachers, Washington, D.C.

Novel Experiments in Physics II. A Selection of Laboratory Notes Now Used in Colleges and Universities.

ED 141 166//

American Association of Retired Persons, Washington, D.C.

1975-76 Youth Conferences on Older Americans. A Report to the President of the United States for Older Americans Month.

ED 140 171

American Civil Liberties Union, New York, N.Y.

A Selective Bibliography of Audio-Visual Materials Reflecting a Civil Liberties Theme.

ED 140 794

American Coll. Testing Program, Iowa City, Iowa.

Collegiate Enrollments in American 2-Year Institutions, 1975-76: Statistics, Interpretations, and Trends. ACT Special Report Eighteen.

ED 140 901

Collegiate Enrollments in American 2-Year Institutions, 1976-77: Statistics, Interpretations, and Trends. ACT Special Report Twenty.

ED 140 902

Collegiate Enrollments in the U.S., 1976-77. Statistics, Interpretation, and Trends in 4-Year and Related Institutions.

ED 140 697

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Alternatives for Validating Interest Inventories against Group Membership Criteria.

ED 141 391

Development and Validation of Sex-Balanced Interest Inventory Scales.

ED 141 392

Trends in the Academic Abilities, Background Characteristics, and Educational and Vocational Plans of College-Bound Students: 1970-71 to 1974-75.

ED 141 390

American Council on Consumer Interests, Columbia, Mo.

American Council on Consumer Interests. Annual Conference. The Proceedings. Convention Theme: Ideas/Commitment/Action (22nd, Atlanta, Georgia, April 7-10, 1976).

ED 139 980

**American Council on Education,
Washington, D.C. Office of Leadership
Development in Higher Education.**

Proposal of a Working Idea for a National
Academy for Leadership Development in Post-
secondary Education.

ED 140 703

**American Council on Education,
Washington, D.C. Policy Analysis Service.**

Changes in Enrollment by 1985. Policy Analy-
sis Service Reports Volume 3, Number 1.

ED 140 766

Federal Student Aid: Who Receives It and How
Is It Packaged?

ED 140 727

**American Indian School of Medicine,
Shiprock, N. Mex.**

AISOM (The American Indian School of
Medicine), March 1977.

ED 141 026

**American Industrial Arts Association,
Washington, D.C.**

Crossroads '76. Addresses and Proceedings of
the National and International Annual Con-
ference of the American Arts Association
(38th, 5th, Des Moines, Iowa, April 19-23,
1976).

ED 140 011

**American Institutes for Research in the
Behavioral Sciences, Cambridge, Mass.**

The Way It's Working: An Evaluation of the
Boston Career Exploration Project.

ED 140 083

**American Institutes for Research in the
Behavioral Sciences, Palo Alto, Calif.**

Conducting Follow-Up and Follow-Through
Programs. Planning Pre-Employment Programs,
Module 4.

ED 140 211

Conducting Job Development Programs.
Planning Pre-Employment Programs, Module 2.

ED 140 209

Conducting Job Placement Programs. Planning
Pre-Employment Programs, Module 3.

ED 140 210

Developing and Conducting In-Service Pro-
grams. Coordinator's Guide.

ED 140 191

Developing and Conducting In-Service Pro-
grams.

ED 140 192

Developing Communication Skills and Program
Strategies in Career Guidance for Ethnic
Minorities. Coordinator's Guide.

ED 140 203

Developing Communication Skills and Program
Strategies in Career Guidance for Ethnic
Minorities.

ED 140 204

Developing Effective Public Relations. Coor-
dinator's Guide.

ED 140 187

Developing Effective Public Relations.

ED 140 188

Eliminating Stereotypes of Ethnic Minorities
Through Career Guidance. Coordinator's
Guide

ED 140 199

Eliminating Stereotypes of Ethnic Minorities
Through Career Guidance.

ED 140 200

Establishing a Career Resource Center. Coor-
dinator's Guide.

ED 140 197

Establishing a Career Resource Center.

ED 140 198

Helping Students Develop Career Decision-
Making Skills. Coordinator's Guide.

ED 140 189

Helping Students Develop Career Decision-
Making Skills.

ED 140 190

Imaging Futuristic Career Guidance Programs.
Coordinator's Guide.

ED 140 193

Imaging Futuristic Career Guidance Programs.

ED 140 194

Imaging Futuristic Career Guidance Goals.
Coordinator's Guide.

ED 140 195

Imaging Futuristic Career Guidance Goals.

ED 140 196

Planning Pre-Employment Programs. Conduct-
ing Job Development Programs, Job Placement
Programs, Follow-Up and Follow-Through Pro-
grams. Coordinator's Guide.

ED 140 207

Planning Pre-Employment Programs. Module 1.

ED 140 208

Providing Career Guidance for Young Women.
Coordinator's Guide.

ED 140 201

Providing Career Guidance for Young Women.

ED 140 202

Providing Life/Career Planning for Women and
Girls. Coordinator's Guide.

ED 140 205

Providing Life/Career Planning for Women and
Girls.

ED 140 206

American Library Association, Chicago, Ill.

Correspondence and Home-Study Courses in
Librarianship.

ED 140 838

Guide to Library Placement Sources.

ED 140 840

Notes on Professional Education for Librarian-
ship in the United States.

ED 140 839

American Library Association, Chicago, Ill.

Office for Library Education.

Directory of Chairpersons of Country Resource
Panels.

ED 140 837

**American National Metric Council,
Washington, D.C.**

Metric Guide for Educational Materials: A
Handbook for Teachers, Writers and
Publishers.

ED 141 064//

**American Newspaper Publishers
Association, Washington, D.C.**

Reports on Standardized Economic Figures for
Small Newspapers and City Editors' Knowledge
about Their Audience. America Newspaper
Publishers Association News Research Bulletin,
No. 2.

ED 140 349

**American Psychological Association,
Washington, D.C.**

APA (American Psychological Association)
Task Force on Privacy and Confidentiality.
Final Report.

ED 140 179

**Americans for Indian Opportunity, Inc.,
Albuquerque, N. Mex.**

Americans for Indian Opportunity (AIO) An-
nual Report, 1975.

ED 141 024

Hard Choices: Development of Non-Energy
Non-Replenishable Resources. AIO Report No.
10.

ED 141 027

Real Choices in Indian Resource Development:
Alternatives To Leasing. AIO Report-Billings
Conference (Billings, Montana, January 30, 31,
and February 1, 1975).

ED 141 025

**American Society of Heating, Refrigerating,
and Air Conditioning Engineers, New York,
N.Y.**

Energy Conservation in New Building Design:
An Impact Assessment of ASHRAE Standard
90-75. Conservation and Environment
Buildings Programs. Conservation Number
43B.

ED 140 508

**American Sociological Association,
Washington, D.C.**

Departments and Department Chairs: Organiza-
tional and Administrative Influences on Un-
dergraduate Teaching. An Annotated Bibliog-
raphy. On Teaching Undergraduate Sociology.

ED 140 701

Teaching Sociology: A Bibliography. Second
Edition, June 1977.

ED 141 255

Analytic Systems, Inc., Vienna, Va.

SESA Productivity Measurement System. Mea-
suring the Productivity of the State Employ-
ment Service Agencies. Final Report.

ED 139 925

**Anderson County School District 2, Honea
Path, S.C.**

Laboratory Mathematics. Booklet 7 - Project
Overview and Evaluation.

ED 141 173

Laboratory Mathematics. Booklet 8 - Math Lab
Activities.

ED 141 174

Laboratory Mathematics. Booklet 1 - Teacher's
Management Guide.

ED 141 167

Laboratory Mathematics. Curriculum Booklet
II - Whole Numbers.

ED 141 168

Laboratory Mathematics. Curriculum Booklet
III - Fractions.

ED 141 169

Laboratory Mathematics. Curriculum Booklet
IV - Decimals.

ED 141 170

Laboratory Mathematics. Curriculum Booklet
V - Percent.

ED 141 171

Laboratory Mathematics. Curriculum Booklet 6
- Number Theory.

ED 141 172

**Area Cooperative Educational Services, New
Haven, Conn.**

Project SEARCH Multi-Arts Curriculum: Les-
sons Plans for Fostering Exceptional Creative
Potential Among Children with Handicaps
(Working Draft).

ED 140 561

Arizona State Dept. of Education, Phoenix.

Arizona History Resource Guide: A Resource
Guide for Arizona Classroom Teachers.

ED 141 207

What Every Child Should Know...Social Stu-
dies. Course of Study, Criteria for Textbook
Selection.

ED 141 211

What Every Child Should Know...United States
and Arizona History. Course of Study, Criteria
for Textbook Selection.

ED 141 212

Arizona State Univ., Tempe.

The Importance of Teaching Blending in
Beginning Reading Programs: Some Recent
Research Findings.

ED 140 270

**Arizona Univ., Tucson. Arizona Center for
Educational Research and Development.**

Intellectual Skills and Language.

ED 140 931

Arizona Univ., Tucson. Coll. of Education.

Career Education: The Consultant Approach.

ED 140 033

**Arkansas State Dept. of Education, Little
Rock.**

Teaching Social Studies Skills.

ED 141 248

**Army Missile Command, Redstone Arsenal,
Ala.**

A Conceptual Derivation of Einstein's Postu-
lates of Special Relativity.

ED 141 089

A Postulated Mechanism That Leads to Materi-
alization and Dematerialization of Matter and
to Antigravity.

ED 141 090

Quiton/Perceptron Physics: A Theory of Ex-
istence, Perception, and Physical Phenomena.

ED 141 091

Aspira, Inc., New York, N.Y.

Social Factors in Educational Attainment
Among Puerto Ricans in U.S. Metropolitan
Areas, 1970. The First in a Series of Reports
on Puerto Ricans and Education.

ED 141 421

**Association for Childhood Education
International, Washington, D.C.**

Developing Programs for Infants & Toddlers.

ED 140 954

Association for Education in Journalism.

Journalism Abstracts: M.A., M.S., Ph.D. Theses
in Journalism and Mass Communication. Vol.
14.

ED 140 333

Association for Gerontology in Higher Education, Washington, D.C.
National Directory of Educational Programs in Gerontology. First Edition.

ED 140 015

Association for Programmed Learning and Educational Technology, London (England).
The Imaginative Uses of Closed Circuit Television in the Training of Staff and Managers. Case Studies Collected and Edited for the Association for Programmed Learning and Educational Technology.

ED 140 785

Association for Supervision and Curriculum Development, Washington, D.C.
Leadership in the Arts: A Testing of Assumptions.

ED 141 258

A Tri-Level Study of Arts Education: Report to the "Arts, Education and Americans Panel."

ED 141 257

Association of American Medical Colleges, Washington, D. C.

Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume 2, Interim Final Report.

ED 140 682

Medical Practice Plans at U.S. Medical Schools. A Review of Current Characteristics and Trends. Volume 1: Interim Final Report.

ED 140 683

Association of California Community Coll. Administrators.

Understanding and Influencing the State Role in Postsecondary Education. Management Report 777.

ED 140 896

Association of California School Administrators.

Management by Objectives. ACSA School Management Digest, Series 1, No. 6. ER-IC/CEM Research Analysis Series, Number 33.

ED 140 381

Association of Governing Boards of Universities and Colleges, Washington, D.C.
Collective Bargaining: Impact on Governance.

ED 140 772

Association of Univ. Affiliated Facilities, Washington, D.C.

University Affiliated Facilities Concerned with Mental Retardation and Other Developmental and Learning Disabilities.

ED 140 549

Association on American Indian Affairs, Inc., New York, N.Y.

3 Lakota Grandmother Stories - Health Lessons for Young People.

ED 140 995//

Atlanta Board of Education, Ga.

Evaluation of Education Corps, 1975-76. Research and Evaluation Report; Vol. 10, No. 2., August 1976.

ED 141 352

Atlanta Public Schools, Ga.

Emergency School Aid Act, Basic Project 1975-76. Research and Evaluation Report, V. 10 n. 11, March 1977.

ED 141 459

Atlanta Univ., Ga. School of Social Work.

Black Stylization and Implications for Child Welfare. Final Report.

ED 141 423

Australian Coll. of Education, Carlton, Victoria.

New Directions in Australian Education.

ED 140 410

Ball State Univ., Muncie, Ind. Dept. of Counseling, Psychology, and Guidance Services.

LORS. Learning Oriented Reality Structure...Or How to Keep Your Sanity and Have Fun Besides in All Those Crazy Meetings!

ED 140 104

Baltimore County Public Library, Towson, Md.

Guide to Specialized Subject Collections in Maryland Libraries.

ED 140 836

Bell Telephone Labs., Inc., Murray Hill, N.J.

Bell Laboratories Book Acquisition, Accounting and Cataloging System (BELLTIP).

ED 140 869

Black Hills State Coll., Spearfish, S. Dak.

Lakota Oral Literature.

ED 141 014

Lakota Social System.

ED 141 013

Reservation Economic Development. A Course in Small Business.

ED 141 015

Tribal Law and Development Policies.

ED 141 012

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Counselor's Information Service: A Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Volume Number 4.

ED 140 147

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Evaluation of Human Relations Training Programs. Final Report for Period April 1975-October 1976.

ED 140 865

Bowling Green Board of Education, Ky.

Project PEOPLE (Personal Enhancement of Occupational Preparation through Life Centered Education).

ED 140 060

Brigham Young Univ., Provo, Utah. Language Research Center.

Brazil: Intercultural Experiential Learning Aid.

ED 140 624

Espana: Building Bridges of Understanding with the People of Spain.

ED 140 618

German-Speaking People of Europe.

ED 140 621

Intercultural Communicating.

ED 140 619

Intercultural Communicator Resources.

ED 140 622

Koreans: Building Bridges of Understanding.

ED 140 623

Latin America: Intercultural Experiential Learning Aid.

ED 140 620

People of Japan: Building Bridges of Understanding.

ED 140 625

Bristol Public Schools, Conn.

Penetrating School Strata through Career Education. Final Report.

ED 139 989

British Council, London (England). English-Teaching Information Centre.

British Support for English Studies in Europe.

ED 140 660//

English Language Teaching Profile: Austria. Literature Annex.

ED 140 648

English Language Teaching Profile: Morocco.

ED 140 649

British Library, London (England). Research and Development Dept.

Personnel in Education and Training: A Survey of the Potential Market for Educational Information Services.

ED 140 807

Brookings Institution, Washington, D.C.

An Analysis of U.S. Foreign Direct Investment Policy and Economic Development. A.I.D. Discussion Paper No. 36.

ED 141 226

Broward County School Board, Fort Lauderdale, Fla.

Reading Center: 1972-73 Follow-Up Study. No. 72.

ED 140 227

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Johnson-O'Malley Annual Report, Fiscal Year 1972.

ED 141 049

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Office of Education Programs.

Statistics Concerning Indian Education, Fiscal Year 1974.

ED 141 045

Statistics Concerning Indian Education, Fiscal Year 1975.

ED 141 046

Statistics Concerning Indian Education, Fiscal Year 1976.

ED 141 047

Bureau of Labor Statistics (DOL), Washington, D.C.

Multiple Jobholders, May 1976. Special Labor Force Report 194.

ED 139 982

New Labor Force Projections to 1990. Special Labor Force Report 197.

ED 140 020

Bureau of Naval Personnel, Washington, D.C.

New Headings: Navy Alcoholism Prevention Program. Third Edition.

ED 140 145

Bureau of Social Science Research, Inc., Washington, D.C.

Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings.

ED 139 915

Bureau of the Census (DOC), Suitland, Md. Population Div.

Persons of Spanish Origin in the United States: March 1976. Population Characteristics, Current Population Reports.

ED 141 050

California Community Coll. Community Services Association.

Financing Community Services Instruction.

ED 140 882

California State Board of Education, Sacramento.

Assessment of Social Studies Learning of California Seventh Grade Students: A Report to the California Legislature, as Required by Assembly Concurrent Resolution No. 139.

ED 141 233

California State Dept. of Education, Sacramento.

An Analysis of Success Factors in Title III Reading Projects; Five Successes: Instructional Implications.

ED 140 268

Assessment of Social Studies Learning of California Seventh Grade Students: A Report to the California Legislature, as Required by Assembly Concurrent Resolution No. 139.

ED 141 233

Evaluation Report of ECE, ESEA Title I, and EDY, 1975-76.

ED 141 460

California State Dept. of Education, Sacramento. Div. of Compensatory Education.

Report on Compensatory Education, 1975-76.

ED 141 474

California State Dept. of Education, Sacramento. Vocational Education Services.
Implementing Career Education. An Administrator's Handbook.

ED 140 089

Implementing Career Education. Community Involvement.

ED 140 090

Implementing Career Education. Concept and Process.

ED 140 088

Implementing Career Education. Nine Model Practices.

ED 140 091

California State Univ. and Colleges, Los Angeles. Office of the Chancellor.

The California State University and Colleges Health Manpower Education Project. Final Report.

ED 140 717

California Univ., Berkeley. Inst. of Library Research.

Selected Search Subroutines for Searching the ERIC Data Base with the Lockheed Dialog Information Retrieval Service.

ED 140 870

Summary Cost Data from 300 Reports of Library Technical Processing Activities.

ED 140 871

California Univ., Berkeley. Language and Behavior Research Lab.

Children's Language Structure. Working Papers of the Language Behavior Research Laboratory, No. 15.

ED 140 679

Language Change in Childhood and in History. Working Papers of the Language Behavior Research Laboratory, No. 41.

ED 140 671

Papers on Language and Context. Working Papers of the Language Behavior Research Laboratory, No. 46.

ED 140 672

Tahitian Words for Race and Class. Working Papers of the Language Behavior Research Laboratory, No. 40.

ED 140 680

California Univ., Berkeley. Univ. Libraries.

Annual Report of the General Library for the Period 1972-1976 University of California, Berkeley.

ED 140 868

California Univ., Los Angeles. ERIC**Clearinghouse for Junior Coll. Information.**

About Community College Community Education and Community Services. A "Brief" Highlighting Important Literature since 1965 about Community Education and Community Services in the Community College.

ED 140 927

About Community College Finance. A "Brief" Highlighting Important Literature since 1973 about Finance in the Community College.

ED 140 928

About the Students. A "Brief" Highlighting Important Literature since 1973 on Student Characteristics and the Development of Programs to Meet Student Needs.

ED 140 929

Assessing Student Academic and Social Progress.

ED 140 900

Experiential Learning in the Community College. Topical Paper No. 63.

ED 140 909

California Univ., Los Angeles. Graduate School of Education

New Perspectives in Vocational Education. Volume 1, Number 1, 1976-77.

ED 139 921

Sage. September '72.

ED 139 903

California Univ., Los Angeles. Inst. of Industrial Relations.

Collective Bargaining in California Public Education. SB 160-The Rodda Act.

ED 140 506

California Univ., Los Angeles. Latin American Center.

Nonformal Education and Social Change in Latin America. UCLA Latin American Studies, Volume 35.

ED 141 204

California Univ., Los Angeles. School of Education.

A Piagetian-Based Curriculum for Toddlers.

ED 140 936

Simulation of an Infant Daycare Setting: Implementation and Evaluation.

ED 140 937

California Univ., San Diego. Center for Human Information Processing.

The Flow Tutor: Schemas for Tutoring. Technical Report No. 7702.

ED 140 821

Calouste Gulbenkian Foundation, Lisbon (Portugal).

Going on the Stage: A Report to the Calouste Gulbenkian Foundation on Professional Training for Drama.

ED 140 363

Camil Associates, Inc., Philadelphia, Pa.

Evaluating the Provision of Employer Services: A Methodology. Final Report.

ED 140 025

Canadian Education Association, Toronto (Ontario).

Family Life Education in Canadian Schools.

ED 141 228

Canyon Research Group, Inc., Canoga Park, Calif.

Response Surface Methodology Revisited: A Commentary on Research Strategy.

ED 141 385

Capitol Region Education Council, Bloomfield, Conn.

Project SEARCH Multi-Arts Curriculum: Lessons Plans for Fostering Exceptional Creative Potential Among Children with Handicaps (Working Draft).

ED 140 561

Catholic Library Association, Haverford, Pa.

Librarian/Educator Interdependence.

ED 140 857//

Center for Applied Linguistics, Arlington, Va.

Language and Reading Comprehension. Linguistics and Reading Series: 2. Papers in Applied Linguistics. CAL-ERIC/CLL Series on Languages and Linguistics, No. 52.

ED 140 614

Proceedings of the Texas Conference on Performatives, Presuppositions and Implications.

ED 140 617

Center for Community Economic Development, Cambridge, Mass.

The Cooperative Approach in Rural Development. A National Strategy and Program Design.

ED 140 993//

The Lummi Indians - Economic Development and Social Continuity.

ED 141 007//

Center for Migration Studies, Inc., Staten Island, N.Y.

The Ethnic Factor in the Future of Inequality.

ED 141 234

The Italian American Family: The Southern Italian Family's Process of Adjustment to an Urban America.

ED 141 235

Center for New Schools, Inc., Chicago, Ill.

Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Summary. Final Report.

ED 140 394

Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Final Report. Volumes I and II.

ED 140 395

Central Kansas Area Vocational Technical School, Newton.

EXPLORE. Leader's Guide. Career Education Activities for Middle School Teachers.

ED 140 029

Central Michigan Univ., Mount Pleasant.

Indian Education Project, 1974.

ED 141 017

Indian Education Project: An Abridgment.

ED 141 016

New Directions in Higher Education.

ED 140 705

Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.

Getting Started: A Guide to Writing Your Own Curriculum. The Pennsylvania Guide for Instructional Improvement through Career Education. Organizational Volume.

ED 139 927

Cerritos Coll., Norwalk, Calif. Office of Institutional Research.

Survey of Non-Returning Non-Vocational Students.

ED 140 906

Chicago City Colleges, Ill.

A Contemporary Course in the Humanities for Community College Students. [Core Curriculum]

ED 140 892

A Contemporary Course in the Humanities for Community College Students. [Optional Sequences]

ED 140 893

Child Welfare League of America, Inc., New York, N.Y.

Audit-Proof Contracting for Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 3.

ED 140 941//

Obtaining Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 2.

ED 140 940//

Chinese Historical Society of America, San Francisco, Calif.

The Life, Influence and the Role of the Chinese in the United States, 1776-1960. Proceedings of the National Conference Held at the University of San Francisco July 10, 11, 12, 1975.

ED 141 422

Christian Education Movement, London (England).

Our World. CEM Topic Folder No. 3.

ED 141 206

Cincinnati Univ., Ohio. Inst. for Research and Training in Higher Education.

Collective Bargaining: The Faculty Viewpoint; and What Collective Bargaining Means to University Administrators. IRTHE Volume 6, Number 1.

ED 140 707

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.

Directory of Bargaining Agents and Contracts in Higher Education. April 1, 1977.

ED 140 698

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Educating Severely Handicapped Children and Youth: Highlights of the 70's. A Selected Bibliography.

ED 140 514

Fostering Positive Attitudes Toward the Handicapped: A Selected Bibliography of Multimedia Materials.

ED 140 515

Instructional Materials: A Bibliography for Their Selection, Evaluation and Use.

ED 140 516

The National Conference on Minimum Competencies: Trends and Issues. Proceedings. (City University of New York, March 4, 1977)

ED 141 404

The Parent's Manual: A Manual of Supplementary Activities for Homebound Children with Severely Handicapping Conditions.

ED 140 562

Program Planning Guidelines: A Review of Research with Implications for the Education and Training of the Severely to Profoundly Mentally Retarded.

ED 140 518

A Selected Bibliography on Attitudes Toward the Handicapped.

ED 140 517

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Computer-Assisted Guidance in New York City High Schools: A Demonstration of Feasibility and Impact on Students.

ED 140 150

A Continuation of the Demonstration of Computerized Occupational Information Dissemination in Four Urban Community Colleges.

ED 140 149

Short-Term Adult Re-Training for Unemployed/Underemployed Persons (Start-Up).

ED 140 170

Civil Service Commission, Chicago, Ill.

Regional Training Center.

Professional Journalism Skills.

ED 140 298

Civil Service Commission, Washington, D.C. Personnel Measurement Research and Development Center.

Use of the Cranmer Abacus by Blind Persons.

ED 140 531

Clemson Univ., S.C. Cooperative Extension Service.

Williamsburg County Human Resources Campus (WCHRC): Planning Report.

ED 141 034

Cleveland Dept. of Public Health and Welfare, Ohio.

An Educational Guide for Planning an Improved Human Environment.

ED 141 081

Coast Community Coll. District, Costa

Mesa, Calif.

A Contemporary Course in the Humanities for Community College Students. [Core Curriculum]

ED 140 892

A Contemporary Course in the Humanities for Community College Students. [Optional Sequences]

ED 140 893

Colorado Outward Bound School, Denver.

Team Reconnaissance: A Process for Involving Teachers in the Preplanning of Experiential Education Projects.

ED 141 021

Colorado State Dept. of Education, Denver.

[An Act Concerning Teacher Certification for the State of Colorado; Senate Bill No. 43.]

ED 141 330

Rules for the Administration of the Teacher Certification Act of 1975.

ED 141 329

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Human Diversity, Program Evaluation and Pupil Assessment; And, A Critical Review of Black Consciousness, Identity and Achievement.

ED 141 451

Columbia Univ., New York, N.Y. School of Social Work.

The Need for Manpower Specialists: A New Role for Social Workers. A Report of the National Workshop on Manpower Curriculum Development in Social Work (New York, New York, April 11-13, 1973).

ED 141 229

Social Workers and Manpower Programs: An Experimental Approach to Professional Training and Curriculum Development. Final Report 1970-1973.

ED 141 230

Columbia Univ., New York, N.Y. Teachers College.

Availability and Accessibility of Information in the Semantic Memory of Retarded and Nonretarded Adolescents.

ED 140 547

Commission on Civil Rights, Washington, D.C.

The Federal Civil Rights Enforcement Effort -- 1974. Volume VII: To Preserve, Protect, and Defend the Constitution. A Report of the

United States Commission on Civil Rights, June 1977.

ED 141 232

Community School District 18, Brooklyn, N.Y.

Project Scan: School and Community Project for Abused and Neglected Children. Final Report.

ED 141 436

Comptroller General of the U.S., Washington, D.C.

Questions Persist About Federal Support for Development of Curriculum Materials and Behavior Modification Techniques Used in Local Schools. A Report.

ED 140 386

Suggestions to Improve Management of Radio Free Europe/Radio Liberty. Report to the Congress by the Comptroller General of the United States.

ED 140 786

Congress of the U.S., Washington, D.C.

Report on Urban and Rural Non-Reservation Indians (Task Force Eight: Urban and Rural Nonreservation Indians). Final Report to the American Indian Policy Review Commission. Committee Print.

ED 141 011

Congress of the U.S., Washington, D.C.

House Committee on Armed Services.

Hearings on the Need for Continuation of the Uniformed Services University of the Health Sciences before the Investigations Subcommittee of the Committee on Armed Services, House of Representatives, Ninety-Fifth Congress, First Session.

ED 140 763

Congress of the U.S., Washington, D.C.

House Committee on Education and Labor.

Elementary and Secondary Education Act of 1976; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-fourth Congress, Second Session on H.R. 11023 to Authorize a Career Education Program for Elementary and Secondary Schools, and for Other Purposes. Hearings Held in Washington, D.C. February 2, September 13 and 20, 1976

ED 139 916

Higher Education Technical Amendments. House of Representatives Report No. 95-269.

ED 140 720

Congress of the U. S., Washington, D. C.

House Committee on Interstate and Foreign Commerce.

Maternal and Child Health Care Act--1976. Supplemental Hearing Before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-fourth Congress, Second Session on H.R. 12937, H.R. 14309, and H.R. 14822 (Identical Bills) and H.R. 14497.

ED 140 944

Congress of the U.S., Washington, D.C.

House Select Committee on Aging.

Education and Training in Aging; Hearings before the Select Committee on Aging, House of Representatives, Ninety-Fourth Congress, Second Session. March 3-4, 1976.

ED 140 012

Congress of the U.S., Washington, D.C.

Senate Committee on Human Resources.

Emergency Educational Assistance Act, 1977. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Human Resources. United States Senate. Ninety-Fifth Congress, First Session on S. 701. To Provide Federal Financial Assistance to Educational Institutions in Order to Assist Such Institutions to Meet the Emergency Caused by the High Costs of Fuel and Fuel Shortages and Harsh Weather Conditions, and for Other Purposes.

ED 140 423

Emergency Educational Assistance Act. Calendar No. 116. 95th Congress, 1st Session. Senate Report No. 95-141. Report to Accompany S. 701.

ED 140 424

Congress of the U.S., Washington, D.C. Senate Committee on Interior and Insular Affairs.

To Amend the Youth Conservation Corps Act of 1970; Hearing before the Committee on Interior and Insular Affairs, United States Senate, Ninety-Fourth Congress, Second Session on S.2630, A Bill to Amend the Youth Conservation Corps Act of 1970 (84 Stat. 794), H.R.10138, An Act to Create the Young Adult Conservation Corps to Complement the Youth Conservation Corps.

ED 139 909

Congress of the U.S., Washington, D.C.

Senate Special Committee on Aging.

Action on Aging Legislation in 94th Congress. Prepared by the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, Second Session. Committee Print.

ED 140 148

Training Needs in Gerontology; Hearing before the Special Committee on Aging, United States Senate, Ninety-Fourth Congress, First Session. Part 3--Washington, D.C.

ED 140 013

Connecticut State Dept. of Education, Hartford.

Connecticut Right to Read Program Planning Model.

ED 140 262

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.

ED 141 369

Conrad Weiser Area School District, Robeson, Pa.

A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.

ED 139 911

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.

Rural Development: A Pilot Project in Clinton County, New York.

ED 141 060

Cosumnes River Coll., Sacramento, Calif.

Flexible Calendar Pilot Program 1976-77.

ED 140 897

Council for American Private Education, Washington, D.C.

Private Elementary and Secondary Education: A Bibliography of Selected Publications (1950-1974).

ED 140 498

Council for Cultural Cooperation, Strasbourg (France).

EUDEISED Project: Present State and Development Prospects.

ED 140 827

Council for Cultural Cooperation, Strasbourg (France). Committee for General and Technical Education.

The Integration of Migrant Children Into Pre-School Education.

ED 140 963

Council for Financial Aid to Education, New York, N.Y.

Voluntary Support of Education 1974-75.

ED 140 450

Voluntary Support of Education 1975-76.

ED 140 451

Council for the Advancement and Support of Education, Washington, D.C.

Handbook of Institutional Advancement. A Practical Guide to College and University Relations, Fund Raising, Alumni Relations, Government Relations, Publications, and Executive Management for Continued Advancement.

ED 140 749//

Council for the Advancement of Small Colleges, Washington, D.C.

Case Studies on Faculty Development.

ED 140 700

Council of Better Business Bureaus, Inc., New York, N.Y.

Children's Advertising Guidelines.

ED 140 325

Council of Chief State School Officers, Washington, D.C.

Planning and Change: Essential Considerations and Fundamental Relationships.

ED 140 028

Council of Communication Societies, Silver Spring, Md.

Proceedings of a Seminar on Career Trends in Communication (Washington, D.C., June 26-27, 1975).

ED 140 823

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Autonomous Work by Pupils.

ED 141 358

Symposium on Modern Languages in Primary Education (Copenhagen, September 20-25, 1976).

ED 140 659

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

EUDISED R&D Bulletin, 1976, No. 1.

ED 140 777

Council of Ontario Universities, Toronto.

Constructive Partnership: A University Perspective. The Report from the Special Committee on the Interface Study.

ED 140 715

Council of Planning Librarians, Monticello, Ill.

Sociological and Social-Psychological Perspectives on Environmental Issues: A Bibliography.

ED 141 189

Council on Social Work Education, New York, N.Y.

Competency-Based Education for Social Work: Education and Curriculum Issues.

ED 140 706

Cranston School Dept., R.I.

Marine and Environmental Studies Field Manual.

ED 141 175

Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.

Evaluation of the Area Student Services Program, 1976-77.

ED 141 416

Product Evaluation of the Senior High School Reading Laboratory Programs, 1975-76.

ED 141 415

Dartmouth Coll., Hanover, N.H.

Drawing Inferences from a Passage of Texts.

ED 140 280

De Anza Coll., Cupertino, Calif. Learning Center.

Staff Development: A Guide to Selected Sources of Information on Improving the Staff of Educational Institutions.

ED 140 444

Delaware Univ., Newark. Coll. of Education.

Air and Life. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 223. [Project COAST].

ED 141 151

A Comparative Study of Clam and Squid. Biting Flies of the Coastal Region. Diatoms: Nature's Aquatic Gems. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 227, 231, 232. [Project COAST].

ED 141 154

Construction of a Model Solar Building. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 318. [Project COAST].

ED 141 164

Economic and Political Exploitation of Marine Resources. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 235. [Project COAST].

ED 141 157

Energy for 1970-1990. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 315. [Project COAST].

ED 141 163

Language Arts Activities to Supplement COAST Learning Experiences. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 5. [Project COAST].

ED 141 140

Marshes: Nature's Bounty. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 230. [Project COAST].

ED 141 155

Measuring Dissolved Oxygen Quantitatively. Collecting and Cultivating Marine Bacteria. To Recognize, Record, and Analyze Characteristics of a Sandy Beach Environment. Quantitative and Qualitative Analysis of Phosphate in Water. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 307, 309, 310, 313. [Project COAST].

ED 141 160

Microfossils from the Local Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 219. [Project COAST].

ED 141 150

The Moon, the Sun, and Tides. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 214. [Project COAST].

ED 141 148

The Muskrat. The Not-So-Common Oyster. The Horseshoe Crab. The Blue Crab. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 108, 109, 111, 201. [Project COAST].

ED 141 143

Observing Starfish--The Water Vascular System. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 224. [Project COAST].

ED 141 152

The Ocean: Source of Nutrition for the Future. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 305. [Project COAST].

ED 141 159

Pesticides and the Marine Environment. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 237. [Project COAST].

ED 141 158

The "RA" Expeditions: The Archaeological and Anthropological Background. The "RA" Expeditions: The Coriolis Effect. The "RA" Expeditions: The Papyrus Reed. Learning Experiences for Coastal and Oceanic Awareness Studies, Nos. 211, 212, 213. [Project COAST].

ED 141 147

The Rocky Shore. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 225. [Project COAST].

ED 141 153

Salinity Changes in a Tidal River. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 308. [Project COAST].

ED 141 161

Sea Floor Spreading. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 302. [Project COAST].

ED 141 156

Ships and Seaways. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 105. [Project COAST].

ED 141 142

Ships Through the Ages. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 110. [Project COAST].

ED 141 144

Simulation Game: Superport. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 311. [Project COAST].

ED 141 162

Thermal Pollution by Nuclear Power Plants. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 320. [Project COAST].

ED 141 165

Utilization of Estuarine Organisms by the Indians. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 210. [Project COAST].

ED 141 146

Water for Fun. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 104. [Project COAST].

ED 141 141

What Is Physical Oceanography? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 217. [Project COAST].

ED 141 149

Where Have All the Menhaden Gone? A Learning Experience for Coastal and Oceanic Awareness Studies, No. 209. [Project COAST].

ED 141 145

Denver Univ., Colo. Center for Teaching International Relations.

Historic Denver for Kids.

ED 141 260

Department of Health, Education, and Welfare, Washington, D.C.

WIN in 1976. The Work Incentive Program. Seventh Annual Report to the Congress on Employment and Training Under Title IV of the Social Security Act. July 1, 1975-June 30, 1976.

ED 139 988

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

The 1972-73 Consumer Expenditure Survey. The Measure of Poverty, Technical Paper VIII.

ED 141 428

Administrative and Legislative Uses of the Terms "Poverty," "Low Income," and other Related Items. The Measure of Poverty, Technical Paper II.

ED 141 425

Analytical Support for Cost-of-Living Differentials in the Poverty Threshold. The Measure of Poverty, Technical Paper XV.

ED 141 433

Characteristics of Low-Income Populations Under Alternative Poverty Definitions. The Measure of Poverty, Technical Paper VI.

ED 141 435

The Consumer Price Index. The Measure of Poverty, Technical Paper V.

ED 141 426

Effect of Using a Poverty Definition Based on Household Income. The Measure of Poverty, Technical Paper X.

ED 141 430

Food Plans for Poverty Measurement. The Measure of Poverty, Technical Paper XII.

ED 141 431

In-Kind Income and the Measurement of Poverty. The Measure of Poverty, Technical Paper VII.

ED 141 427

Inventory of Federal Data Bases Related to the Measurement of Poverty. The Measure of Poverty, Technical Paper IX.

ED 141 429

Relative Poverty. The Measure of Poverty, Technical Paper XIII.

ED 141 432

A Review of the Definition and Measurement of Poverty: Volume I, Summary Review Paper; Volume II, Annotated Bibliography. The Measure of Poverty, Technical Paper III.

ED 141 424

The Sensitivity of the Incidence of Poverty to Different Measures of Income: School-Aged Children and Families. The Measure of Poverty, Technical Paper XVII.

ED 141 434

Wealth and the Accounting Period in the Measurement of Means. The Measure of Poverty, Technical Paper VI.

ED 141 464

Department of Labor, Washington, D.C.

WIN in 1976. The Work Incentive Program. Seventh Annual Report to the Congress on Employment and Training Under Title IV of the Social Security Act. July 1, 1975-June 30, 1976.

ED 139 988

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Cartel. Annotated Bibliography of Bilingual Bicultural Materials. Vol. III, No. 42.

ED 140 677

Cartel: Annotations and Analyses of Bilingual Multicultural Materials. Winter 1976-77. Vol. IV, No. 2.

ED 140 613

DNA Legal Services, Inc., Window Rock, Ariz.

Sovereignty: The Navajo Nation and Taxation.
ED 141 019

Duval County School Board, Jacksonville, Fla.

Air Conditioning. Performance Objectives. Intermediate Course. ED 139 937
American Industries. Junior Hi. Pre-Vocational. Power and Transportation. ED 139 967
American Industries. Performance Objectives. Volume 2. ED 139 968
American Industries. Performance Objectives. Volume 1. ED 139 976
Appliance Services. Basic Course. Career Education. ED 139 952
Appliance Services. Intermediate Course. Career Education. ED 139 951
Auto Mechanics. Performance Objectives. Basic Course. ED 139 948
Automotive Body Repair. Performance Objectives. Basic Course. ED 139 950
Automotive Body Repair. Performance Objectives. Intermediate Course. ED 139 957
Building Maintenance. Performance Objectives. Basic Course. ED 139 963
Business Machine Maintenance. Performance Objectives. Intermediate Course. ED 139 930
Business Machine Maintenance. Performance Objectives. Basic Course. ED 139 931
Cabinetmaking. Performance Objectives. Basic Course. ED 139 932
Carpentry. Performance Objectives. Basic Course. ED 139 962
Child Care Services Guide. Performance Objectives. Criterion Measures. Home Economics. ED 139 934
Child Care Services Handbook. ED 139 971
Commercial and Advertising Art. Performance Objectives. Basic Course. ED 139 944
Commercial and Advertising Art. Performance Objectives. Intermediate Course. ED 139 958
Consumer Education-Home Economics. Performance Objectives. Criterion Measures. Home Economics. ED 139 979
Custodial Services and Building Maint: Performance Objectives. ED 139 933
Diesel Mechanics. Performance Objectives. Basic Course. ED 139 941
Diesel Mechanics. Performance Objectives. Intermediate Course. ED 139 942
Drafting. Performance Objectives. Basic Course. ED 139 940
Electronics Technology. Performance Objectives. Basic Course. ED 139 938
Exploration of Child Care, Guidance and Service Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 964
Exploration of Food Management, Production and Services Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 965
Exploration of Home Furnishings, Equipment and Services Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 974
Exploration of Institutional Home Management and Supportive Services Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 966

Family Living. Performance Objectives. Criterion Measures. Home Economics. ED 139 969

Food Production and Services. Performance Objectives. Criterion Measures. Home Economics. ED 139 935

Fundamentals of Child Care Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 970

Gasoline Engine Mechanics. Performance Objectives. Intermediate Course. ED 139 928

Gasoline Engine Mechanics. Performance Objectives. Basic Course. ED 139 929

Graphic Communications. Industrial Arts. Performance Objectives. Junior High School. ED 139 972

Law Enforcement Careers. Performance Objectives. Intermediate Course. ED 139 954

Law Enforcement Careers. Performance Objectives. Basic Course. ED 139 955

Machine Shop. Performance Objectives. Intermediate Course. Career Education. ED 139 953

Marine Engine Mechanics. Performance Objectives. Intermediate Course. ED 139 960

Marine Engine Mechanics. Performance Objectives. Basic Course. ED 139 961

Masonry. Basic Course. Career Education. ED 139 959

Masonry. Performance Objectives. Intermediate Course. ED 139 945

Metals. Industrial Arts. Performance Objectives. Junior High School. ED 139 973

Orientation to Home Economics Occupations. Performance Objectives. Criterion Measures. Home Economics. ED 139 975

Personal Career Orientation. Performance Objectives. Criterion Measures. Home Economics. ED 139 977

Printing. Performance Objectives. Basic Course. ED 139 943

Printing. Performance Objectives. Intermediate Course. ED 139 939

Radio and Television Servicing. Intermediate Course. ED 139 936

Service Station Attendant. Performance Objectives. Basic Course. ED 139 949

Sheetmetal. Performance Objectives. Basic Course. ED 139 956

Welding. Performance Objectives. Basic Course. ED 139 947

Welding. Performance Objectives. Intermediate Course. ED 139 946

Woods. Industrial Arts. Performance Objectives. Junior High School. ED 139 978

Eastern Montana Coll., Billings.
Real Choices in Indian Resource Development: Alternatives To Leasing. AIO Report-Billings Conference (Billings, Montana, January 30, 31, and February 1, 1975). ED 141 025

Economic Research Service (DOA), Washington, D.C. Economic Development Div.
Farm Population Estimates for 1975. Agricultural Economic Report No. 352. ED 141 036

Edinburgh Univ. (Scotland). Dept. of Linguistics.
Research on Spoken Language in the Primary School; A Report to the Scottish Education Department. ED 140 348

Educational Personnel Development Consortium D, Richardson, Tex.

Activities in Environmental Education. Environmental Studies Program. ED 141 116

Educational Research Service, Arlington, Va.

The Evaluation of Instructional Programs. ERS Annotated Bibliography. ED 140 457//

Guidelines for School Staffing Ratios. ERS Report. ED 140 459//

Summary of Research on Size of Schools and School Districts. ERS Research Brief. ED 140 458//

Teacher Performance Contracts. ERS Research Brief. ED 140 456//

Voter Behavior and Campaign Strategies in School Finance Elections. Research Brief. ED 140 383//

Educational Testing Service, Princeton, N.J.

Faculty Development Practices in U.S. Colleges and Universities. ED 141 382

Verbal and Mathematical Ability of High School Juniors in 1974: A Norms Study of PSAT/NMSQT. Research Bulletin RB-76-27. ED 141 372

Education Commission of the States, Denver, Colo.

An Introduction To State Capacity Buildings: Planning, Management and Delivery of Child and Family Services. ED 140 977

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977. ED 141 249

National Assessment of Educational Progress. Science Technical Report: Summary Volume. ED 141 135

Employment and Training Administration (DOL), Washington, D.C.

Women and Work. R & D Monograph 46. ED 140 062

Energy Research and Development Administration, Washington, D.C.

Fossil Energy: Oil. ED 141 187

Energy Task Force, Washington, D.C.

Energy Cost and Consumption Audit Program. 1975-76 Report. ED 140 465//

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

The Era of the New Social Studies. ED 141 191

Review of Research in Social Studies Education: 1970-1975. Bulletin 49. ED 141 192

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

On Becoming A Change Agent. ED 140 212

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Current Topics in Early Childhood Education. Volume I. ED 140 988//

Project Follow Through: An ERIC Abstract Bibliography. ED 140 978

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

A Bibliography of American Doctoral Dissertations in Linguistics: 1968-1974. CAL-ERIC/CLL Series on Languages and Linguistics, No. 53. ED 140 615

- ERIC Documents on Foreign Language Teaching and Linguistics: List No. 17. CAL-ERIC/CLL Series on Languages and Linguistics, No. 54. ED 140 616
- Language and Reading Comprehension. Linguistics and Reading Series: 2. Papers in Applied Linguistics. CAL-ERIC/CLL Series on Languages and Linguistics, No. 52. ED 140 614
- ERIC Clearinghouse on Teacher Education, Washington, D.C.**
- Legal Issues in Teacher Preparation and Certification. ED 141 265
- Microteaching: A Selected Bibliography. ED 141 266
- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.**
- The Decline of Achievement Test Scores: Evidence, Causes and Consequences. ED 141 412
- Grade Equivalent Scores: An Annotated Bibliography. ED 141 386
- The Interview as a Measuring Device in Education. ED 141 410
- State Assessment and Testing Programs: An Annotated ERIC Bibliography. Volume I: General References. Volume II: Individual State Programs. ED 141 389
- ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.**
- Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs. ED 141 185
- Population Education Activities for the Classroom. ED 141 178
- Executive Office of the President, Washington, D.C. Energy Policy and Planning.**
- The National Energy Plan. Summary of Public Participation. ED 141 129
- Far West Lab. for Educational Research and Development, San Francisco, Calif.**
- In All Fairness: A Handbook on Sex Role Bias in Schools. ED 140 186
- Federal Energy Administration, Washington, D.C.**
- Energy Conservation in New Building Design: An Impact Assessment of ASHRAE Standard 90-75. Conservation and Environment Buildings Programs. Conservation Number 43B. ED 140 508
- Federal Energy Administration, Washington, D.C. Office of Industrial Programs.**
- Energy Conservation in the Food System: A Publications List. ED 140 510
- Fielding Inst., Santa Barbara, Calif.**
- The Humanistic Approach to Educational Research. ED 140 475
- Field Museum of Natural History, Chicago, Ill.**
- An Evaluation of Visitor Response to "Man In His Environment." Final Report. ED 141 078
- Florida State Dept. of Education, Tallahassee.**
- Florida Follow Through. ED 141 363
- Florida State Dept. of Education, Tallahassee. Migratory Child Div.**
- Conversational Spanish Curriculum for Teachers of Migrant Children. ED 141 003
- An Educational Needs Assessment for the Children of Florida's Migratory Agricultural Workers. Volume I: Executive Summary - A Summary of Findings and Recommendations. ED 141 002
- Florida Migratory Child Compensatory Program. Evaluation, 75-76. ED 140 999
- A Handbook for Teachers of Three, Four, and Five Year Old Migrant Children. ED 141 001
- Florida State Univ., Tallahassee. Environmental Education Project.**
- Implementing Energy Education in Florida's High Schools: A Two-Week Credit Institute for Teachers in South Florida. Final Report, Volume I. ED 141 217
- Title I, HEA Final Project Report. Identifying Environmental Education Needs and Post-Secondary Educational Resources: A Florida-Wide Cooperative Network [And] Environmental/Energy Education Needs Assessment Workshop. Conference Report [And] A Directory of Florida's Post Secondary Environmental Education Projects. ED 141 259
- Florida Univ., Gainesville. Agricultural Experiment Station.**
- Florida Agricultural Labor and Unemployment Insurance. Bulletin 767, January 1975. ED 141 038
- Migration and the Cost of Unemployment Insurance Protection for Agricultural Workers. Bulletin 760(Technical); NE-58 Research Bulletin, October 1973. ED 141 037
- Florida Univ., Gainesville. P. K. Yonge Lab. School.**
- The Status of Population Education in Florida Secondary Schools During 1973-74. Research Monograph 19. ED 141 183
- Valuing Exercises for the Environmental Education Classroom. ED 141 094
- The Vegetable Bowl. Research Monograph No. 13. ED 141 134
- The Vegetable Bowl. [Student Booklet]. ED 141 132
- The Vegetable Bowl. Teacher's Guide. ED 141 133
- Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.**
- Computer Assisted Instruction. 1975-76 Evaluation Report. A Title I Program. Revised. ED 140 495
- Elementary Magnet Plan Evaluation, 1975-76. ED 140 496
- Freedom of Information Center, Columbia, Mo.**
- The Buckley Amendment. ED 140 380
- Implementing the Amended FOI Act. ED 140 303
- New York's Access to Records Law. ED 140 317
- NNC (National News Council) Appraises an Appraisal. ED 140 318
- Presidential Press Conferences. ED 140 338
- The Print Media and Equal Time. ED 140 323
- "Sunshine" in Michigan. ED 140 367
- George Peabody Coll. for Teachers, Nashville, Tenn.**
- Cognitive Factors in Children's Listening and Reading Comprehension: Assessment and Facilitation. Final Report. ED 140 226
- George Washington Univ., Washington, D.C. Inst. for Educational Leadership.**
- Options in Education. Program #85: The Courts and the Public Schools. ED 140 511
- Options in Education, Program No. 80, May 30, 1977. Learning from the Past: Oral History. Program Transcripts of a Weekly Series Broadcast by Member Stations of National Public Radio. ED 141 256
- Georgia State Univ., Atlanta. Office of Institutional Planning.**
- A Multivariate Analysis of Student Grades in 138 Graduate Courses. Report Number 77-9. ED 140 731
- Georgia Univ., Athens.**
- How to Conduct a Barrier Survey. ED 140 548
- GMA Research Corp., Portland, Oreg.**
- The Adequacy of Health Care Among the Indian and Spanish Populations in Folk, Lincoln, Benton, Linn and Southwestern Portion of Marion Counties. A Public Opinion Perspective. ED 141 048
- Gothenburg Univ. (Sweden). Inst. of Education.**
- On Cognition and Social Change: A Report from a Pilot Study Regarding the Effect of Schooling on Cognitive Growth and Attitudes towards Social Change in Pakistan, Reports from the Institute of Education, University of Goteborg, No. 57. ED 141 198
- Governor's Highway Safety Program Office, Raleigh, N.C.**
- K-9 Traffic Safety Resource Curriculum. Level A. Professional Guide. ED 140 084
- K-9 Traffic Safety Resource Curriculum. Level C. Professional Guide. ED 140 085
- K-9 Traffic Safety Resource Curriculum. Level B. Professional Guide. ED 140 086
- K-9 Traffic Safety Resource Curriculum. Level D. Professional Guide. ED 140 087
- Greater Juneau Borough School District, Alaska.**
- Indian Studies Program. ED 141 008
- GTE Sylvania, Inc. Needham Heights, Mass. Human Factors Engineering.**
- Assessment of Computer Assisted Instruction as a Tool for Advancing Adult Learning. ED 140 073
- GTE Sylvania Training Operations, Waltham, Mass.**
- Software for Managing the Process of Manpower Training for Economic and Industrial Development. ED 140 845
- Hawaii State Dept. of Education, Honolulu.**
- The 4M compAny: Make Mine Metric Marvels. Third Grade Student Booklet. ED 141 101
- The 4M compAny: Make Mine Metric Marvels. Third Grade Teacher's Guide. ED 141 102
- The 4M cOmpany: Make Mine Metric Mice. First Grade Student Booklet. ED 141 097
- The 4M cOmpany: Make Mine Metric Mice. First Grade Teacher's Guide. ED 141 098
- The 4M compAny: Make Mine Metric Mission! Sixth Grade Student Booklet. ED 141 107
- The 4M compAny: Make Mine Metric Mission! Sixth Grade Teacher's Guide. ED 141 108
- The 4M compAny: Make Mine Metric Mob. Fourth Grade Student Booklet. ED 141 103
- The 4M compAny: Make Mine Metric Mob. Fourth Grade Teacher's Guide. ED 141 104
- The 4M Company: Make Mine Metric Monkeys. Kindergarten Student Booklet. ED 141 095
- The 4M Company: Make Mine Metric Monkeys. Kindergarten Teacher's Guide. ED 141 096
- The 4M coMpany: Make Mine Metric Monsters. Second Grade Student Booklet. ED 141 099

The 4M compAny: Make Mine Metric Monsters. Second Grade Teacher's Guide.

ED 141 100

The 4M compAny: Make Mine Metric Mystery. Fifth Grade Student Booklet.

ED 141 105

The 4M compAny: Make Mine Metric Mystery. Fifth Grade Teacher's Guide.

ED 141 106

Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii. Phase IV. Final Report.

ED 140 039

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Career Education. Administrators and Counselors Implementation Model. Module I: Career Education Information.

ED 140 040

Career Education. Administrators and Counselors Implementation Model. Module II: Orientation Module.

ED 140 041

Career Education. Administrators and Counselors Implementation Model. Module III: Teacher Information and Orientation for Administrators. (3.1) Identify Change Strategy.

ED 140 042

Career Education. Administrators and Counselors Implementation Model. Module IV: Planning. (4.1) Develop Plans for Curriculum Preparation and Infusion.

ED 140 043

Career Education. Administrators and Counselors Implementation Model. Module IV: Planning. (4.2) Plans for Resource Allocation.

ED 140 044

Career Education. Administrators and Counselors Implementation Model. Module IV: Planning. (4.3) Plans for Scheduling.

ED 140 045

Career Education. Administrators and Counselors Implementation Model. Module IV: Planning. (4.4) Plans for Community Involvement.

ED 140 046

Career Education. Administrators and Counselors Implementation Model. Module V: Implementation. (5.1) Supervision of Teaching.

ED 140 047

Career Education. Administrators and Counselors Implementation Model. Module V: Implementation. (5.2) Curriculum Evaluation.

ED 140 048

Career Education. Administrators and Counselors Implementation Model. Module VI: Evaluation of Career Education (Administrator).

ED 140 049

Career Education. Administrators and Counselors Implementation Model. Module VII: Develop and Implement Needs Assessment.

ED 140 050

Career Education. Administrators and Counselors Implementation Model. Module VIII: Implementation. (8.1) Preparation and Evaluation of Counselor Material.

ED 140 051

Career Education. Administrators and Counselors Implementation Model. Module VIII: Implementation. (8.2) Consultation to School Personnel.

ED 140 052

Career Education. Administrators and Counselors Implementation Model. Module VIII: Implementation. (8.3) Integration of Coordination of School and Community Resources.

ED 140 053

Hawaii Univ., Honolulu. Coll. of Education.

The 4M compAny: Make Mine Metric Marvels. Third Grade Student Booklet.

ED 141 101

The 4M compAny: Make Mine Metric Marvels. Third Grade Teacher's Guide.

ED 141 102

The 4M compAny: Make Mine Metric Mice. First Grade Student Booklet.

ED 141 097

The 4M compAny: Make Mine Metric Mice. First Grade Teacher's Guide.

ED 141 098

The 4M compAny: Make Mine Metric Mission! Sixth Grade Student Booklet.

ED 141 107

The 4M compAny: Make Mine Metric Mission! Sixth Grade Teacher's Guide.

ED 141 108

The 4M compAny: Make Mine Metric Mob. Fourth Grade Student Booklet.

ED 141 103

The 4M compAny: Make Mine Metric Mob. Fourth Grade Teacher's Guide.

ED 141 104

The 4M Company: Make Mine Metric Monkeys. Kindergarten Student Booklet.

ED 141 095

The 4M Company: Make Mine Metric Monkeys. Kindergarten Teacher's Guide.

ED 141 096

The 4M compAny: Make Mine Metric Monsters. Second Grade Student Booklet.

ED 141 099

The 4M compAny: Make Mine Metric Monsters. Second Grade Teacher's Guide.

ED 141 100

The 4M compAny: Make Mine Metric Mystery. Fifth Grade Student Booklet.

ED 141 105

The 4M compAny: Make Mine Metric Mystery. Fifth Grade Teacher's Guide.

ED 141 106

Career Education. Administrators and Counselors Implementation Model. Module I: Career Education Information.

ED 140 040

Career Education. Administrators and Counselors Implementation Model. Module II: Orientation Module.

ED 140 041

Career Education. Administrators and Counselors Implementation Model. Module III: Teacher Information and Orientation for Administrators. (3.1) Identify Change Strategy.

ED 140 042

Career Education. Administrators and Counselors Implementation Model. Module IV: Planning. (4.1) Develop Plans for Curriculum Preparation and Infusion.

ED 140 043

Career Education. Administrators and Counselors Implementation Model. Module IV: Planning. (4.2) Plans for Resource Allocation.

ED 140 044

Career Education. Administrators and Counselors Implementation Model. Module IV: Planning. (4.3) Plans for Scheduling.

ED 140 045

Career Education. Administrators and Counselors Implementation Model. Module IV: Planning. (4.4) Plans for Community Involvement.

ED 140 046

Career Education. Administrators and Counselors Implementation Model. Module V: Implementation. (5.1) Supervision of Teaching.

ED 140 047

Career Education. Administrators and Counselors Implementation Model. Module V: Implementation. (5.2) Curriculum Evaluation.

ED 140 048

Career Education. Administrators and Counselors Implementation Model. Module VI: Evaluation of Career Education (Administrator).

ED 140 049

Career Education. Administrators and Counselors Implementation Model. Module V: Implementation. (5.1) Supervision of Teaching.

ED 140 047

Career Education. Administrators and Counselors Implementation Model. Module VI: Evaluation of Career Education (Administrator).

ED 140 049

Career Education. Administrators and Counselors Implementation Model. Module VII: Develop and Implement Needs Assessment.

ED 140 050

Career Education. Administrators and Counselors Implementation Model. Module VIII: Implementation. (8.1) Preparation and Evaluation of Counselor Material.

ED 140 051

Career Education. Administrators and Counselors Implementation Model. Module VIII: Implementation. (8.2) Consultation to School Personnel.

ED 140 052

Career Education. Administrators and Counselors Implementation Model. Module VIII: Implementation. (8.3) Integration of Coordination of School and Community Resources.

ED 140 053

Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii. Phase IV. Final Report.

ED 140 039

Hawaii Univ., Honolulu. Dept. of Linguistics.

A Sketch of Kutchin Phonology. Working Papers in Linguistics, Vol. 7, No. 3, May-June, 1975.

ED 140 605

Hawaii Univ., Honolulu. East-West Center.

An Overview of Communication Research in Asia: Status, Problems and Needs. Papers of the East-West Communication Institute No. 6.

ED 140 362

Hazen Foundation, New Haven, Conn.

Toward a New Humanism: Some Value Perspectives in Emerging Cultural Relations.

ED 141 242

Health Resources Administration

(DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

The Doctorally Prepared Nurse. Report of Two Conferences on the Demand for and Education of Nurses with Doctoral Degrees.

ED 140 687

Hecht Inst. for State Child Welfare

Planning, Washington, D.C.

Audit-Proof Contracting for Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 3.

ED 140 941//

Obtaining Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 2.

ED 140 940//

Helsinki Univ. (Finland). Inst. of Education.

The Behavior of Supervisors Assessed by Student Teachers. Research Bulletin No. 37.

ED 141 346

High/Scope Educational Research

Foundation, Ypsilanti, Mich.

Developing Learning Modules for Child Development Associate Training: A Guide.

ED 140 969

Hostos Community Coll., Bronx, N.Y.

Programs for Fundamentals of Chemistry.

ED 141 139

Human Resources Research Organization, Alexandria, Va.

Guidebook for the Development of Army Training Literature. Combat Training Techniques.

ED 140 099

Some Factors Influencing Transfer of Simulator Training.

ED 139 984

IBEX, Inc., Durham, N.C.

Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1975-76. Final Evaluation Report.

ED 141 452

Idaho State Dept. of Education, Boise, Div. of Finance and Administration.

School Laws, 1977. Idaho Legislature, Forty-Fourth Legislature, First Regular Session.

ED 140 427

Illinois Association of School Boards, Springfield.

Public Opinion and the School Board. Selected Readings for School Board Members.

ED 140 446

Illinois Community Coll. Board, Springfield.

Illinois Community College Board Management Information Systems Manual. Eighth Edition.

ED 140 895

A Statewide Follow-up Study of Fall 1973 Transfer Students from Illinois Public Community Colleges (Phase III Progress Report). Volume II, Number 11.

ED 140 894

Illinois State Office of Education, Springfield.

LISTENING: A Curriculum Guide for Teachers of Visually Impaired Students.

ED 140 532

Mainstreaming the Visually Impaired Child.

ED 140 540

**Illinois State Office of Education,
Springfield. Bilingual Education Section.**
Intercultural Communicator Resources.

ED 140 622

**Illinois State Office of Education,
Springfield. Dept. of Planning and
Research.**

Alternative Measures of Local Wealth and Ef-
fort.

ED 140 476

**Illinois Univ., Urbana. Computer-Based
Education Lab.**

An Assessment of Lesson Review as a Forma-
tive Evaluation Tool.

ED 140 775

An Overview of Chanute Lessons.

ED 140 776

**Illinois Univ., Urbana. Cooperative
Extension Service.**

Helping Leaders Help Youth. An Evaluation
Report of a Program for Illinois Volunteer 4-H
Leaders, 1973-75.

ED 141 000

**Illinois Univ., Urbana. Office for the Study
of Continuing Professional Education.**

Alternative Patterns for Strengthening Commu-
nity Service Programs in Institutions of Higher
Education. A Study of the Residual Effects of
Federal Developmental Funding through Title
I, HEA, 1965

ED 140 760

**Illinois Univ., Urbana. Univ. for Foreign
Language Study and Research.**

Linguistics and Bilingual Dictionaries. Studies
in Language Learning, Vol. I, No. 1, Fall 1975.

ED 140 603

Toward Understanding Syntax in Reading
Comprehension: Review of Resources. Studies
in Language Learning, Vol. 1, No. 1, Fall
1975.

ED 140 604

Indiana State Univ., Terre Haute. Library.

School Law: A Selected Bibliography to
Resources.

ED 140 505

Industrial Arts Association of Pennsylvania.

Pennsylvania Competency-Based Teacher Edu-
cation. Competencies: Industrial Arts Educa-
tion.

ED 140 071

**Informationszentrum fuer
Fremdsprachenforschung, Marburg (West
Germany).**

Bibliographie Moderner Fremdsprachenunter-
richt (A Bibliography of Modern Foreign Lan-
guage Instruction). Vol. 8, No. 1.

ED 140 626

**Institute for Development of Educational
Activities, Dayton, Ohio.**

How Is IGE Doing in the Elementary Schools?
A Three-Year Survey of IGE Principals.

ED 140 426

**Institute for Responsive Education, Boston,
Mass.**

Citizen Participation: Quality and Impact.

ED 140 489

**Institute for the Study of Civic Values,
Philadelphia, Pa.**

Perspectives on Citizen Education.

ED 141 245

**International Bank for Reconstruction and
Development, Washington, D.C.**

Report of the African Regional Seminar on
Educational Evaluation (Dar es Salaam, Tan-
zania, April 7-May 2, 1975).

ED 141 373

**International Business Machines Corp.,
Cape Canaveral, Fla.**

Design of Training Systems. Computerization
of the Educational Technology Assessment
Model. Volume 1.

ED 140 852

Design of Training Systems: Computerization
of the Educational Technology Assessment
Model (ETAM). Volume 2.

ED 140 853

**International Christian Univ., Tokyo
(Japan).**

Acquisition of Japanese Relative Clauses: A
Case Study on a Two-Year-Old. Annual Re-
ports, Vol. 1.

ED 140 610

**International Council for Educational
Development, New York, N.Y.**

Design for Change. Higher Education in the
Service of Developing Countries. A Handbook
for Planners.

ED 140 771

Higher Education and Social Change. Promis-
ing Experiments in Developing Countries.
Volume 2: Case Studies.

ED 140 744//

Higher Education and Social Change. Promis-
ing Experiments in Developing Countries.
Volume 1: Reports.

ED 140 745//

**International Planned Parenthood
Federation, London (England).**

Family Planning in Five Continents: Africa,
America, Asia, Europe, Oceania. December
1976 Update.

ED 141 076

**International Reading Association, Newark,
Del.**

Classroom Strategies for Secondary Reading.

ED 140 266

Inter Nationes, Bonn (West Germany).

Education and Science in the Federal Republic
of Germany. BW 3-77 and BW 4-77.

ED 141 238

**Intra-Departmental Committee on Runaway
Youth (DHEW), Washington, D.C.**

Runaway Youth: A Status Report and Summa-
ry of Projects as of March 31, 1976.

ED 140 175

**Iowa State Dept. of Public Instruction, Des
Moines. Div. of Teacher Education and
Certification.**

Rules for Teacher Education and Certification.

ED 141 351

Standards for Teacher Education Programs.

ED 141 350

Iowa Testing Programs, Iowa City.

A Study of the I Don't Know Response in Mul-
tiple-Choice Tests. Iowa Testing Programs Oc-
casional Papers, No. 5.

ED 141 371

**Iowa Univ., Iowa City. School of
Journalism.**

Newsroom Democracy: The Case for Indepen-
dence of the Press. Monograph Series, No. 2.

ED 140 341

**Johns Hopkins Univ., Baltimore, Md.
Center for the Study of Social Organization
of Schools.**

High School Context, College Quality, and
Educational Attainment: Institutional Con-
straints in Educational Stratification. Johns
Hopkins University Center for Social Organi-
zation of Schools Report No. 214.

ED 140 169

Issues in the Measurement of Contextual Ef-
fects: Homogeneity of Associations and Multi-
ple Reference Populations.

ED 141 419

Student Learning Teams and Scores Adjusted
for Past Achievement: A Summary of Field Ex-
periments. Report No. 227.

ED 141 468

Student Team Learning Techniques: Narrowing
the Achievement Gap Between the Races. Re-
port No. 228.

ED 141 469

**Johns Hopkins Univ., Baltimore, Md. Dept.
of Social Relations.**

Physician Assistants: An Empirical Analysis of
Their General Characteristics, Job Perfor-
mance, and Job Satisfaction.

ED 140 078

**Johnson County Community Coll.,
Overland Park, Kans.**

JCCC Graduate Trends 1971-1976 (Charac-
teristics and Impressions).

ED 140 886

**Joint Economic Committee, Washington,
D.C.**

Youth Unemployment; Hearing before the
Joint Economic Committee, Congress of the
United States, Ninety-Fourth Congress, Second
Session.

ED 139 913

**Journalism Education Association, La
Crosse, Wis.**

School Media of 1987 Game.

ED 140 314

**Jyvaskyla Univ. (Finland). Language
Center.**

Some Observations on Cloze Tests. Language
Centre News, No. 1.

ED 140 602

Kamehameha Schools, Honolulu, Hawaii.

Kamehameha Early Education Project.

Consultation on a Basic Reading Skill:
Hookena, 1975-76.

ED 140 263

Kansas Speech Communication Association.

Focus: Secondary Speech Education.

ED 140 379

Kansas State Dept. of Education, Topeka.

Guide for Implementing Career Education in
Kansas Schools.

ED 140 059

Kennewick School District 17, Wash.

Assessing High School Vocational Students' At-
titudes Toward Travel Away from Their Home
Schools. Final Report.

ED 140 079

**Kentucky Council on Public Higher
Education, Frankfort.**

Origin of Kentucky College and University En-
rollments, 1976.

ED 140 716

**Kentucky Univ., Lexington. Agricultural
Experiment Station.**

Transfer of Decision Making and Farm Tasks
from Father to Son in Father-and-Son Farming
Arrangements. RS-51, August 1976.

ED 141 023

Kentucky Univ., Lexington. Univ. Libraries.

College Library Program. A Proposal.

ED 140 822

Lane Community Coll., Eugene, Oreg.

Results of the Student Skills Assessment Sur-
veys.

ED 140 883

Lane Transit District, Eugene, Oreg.

Transportation Alternatives for the Physically
Limited and Elderly.

ED 140 418

Lansing Community Coll., Mich.

Professional Development Plan, Lansing Com-
munity College, 1976-1977.

ED 140 923

La Trobe Univ., Bundoora (Australia).

**Centre for the Study of Teaching and
Human Interaction.**

Multilingual Education.

ED 140 638

Learning Concepts, Austin, Tex.

Open School Evaluation System.

ED 140 448//

**Leinwand (C.M.) Associates, Inc., Newton,
Mass.**

Education Vouchers in New Hampshire. An
Attempt at Free Market Educational Reform.

ED 140 392

History of Education Vouchers in East Hart-
ford Connecticut. The Parents' Choice Project:
February 1975 - January 1976.

ED 140 393

Lewis (D. A.) Associates, Inc., Clinton, Md.

Choices Not Circumstances: An Educational
Needs Assessment for the Children of
Arizona's Migratory Agricultural Workers.
Volume I: Executive Summary.

ED 141 042

Choices Not Circumstances: An Educational
Needs Assessment for the Children of

- Arizona's Migratory Agricultural Workers. Volume II: Migrant Population and Programs - Characteristics and Trends. ED 141 043
- Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Workers. Volume III: Educational Assessment. ED 141 044
- Library of Congress, Washington, D.C.**
Annual Report of the Librarian of Congress. Fiscal Year Ending June 30, 1973. ED 140 824
- Annual Report of the Librarian of Congress. Fiscal Year Ending June 30, 1972. ED 140 825
- Library of Congress, Washington, D.C. National Referral Center for Science and Technology.**
Science and Society. LC Science Tracer Bulletin. ED 141 188
- Linguistic Society of Australia.**
Creole Languages and Educational Development. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 13. ED 140 607
- Proceedings, First Australian Seminar on Japanese Language Teaching. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 17. Papers in Japanese Linguistics, 4. ED 140 670
- Littlejohn (Roy) Associates, Inc., Washington, D.C.**
Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1975-76. Final Evaluation Report. ED 141 452
- Vanguards in Training: Jan 1976. ED 140 172
- Little Rock School District, Ark.**
Little Rock Public Schools Early Childhood Survey. ED 140 957
- Los Angeles City Coll., Calif.**
Performance on the Fall 1976 L.A.C.C. Guidance Examination. Research Study #77-7. ED 140 919
- Some Characteristics of Students Who Withdrew from L.A.C.C. Spring 1976, Spring 1975, Spring 1974, and Spring 1973. Research Study #77-9. ED 140 876
- Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.**
Program Enrollment: 1972-1976. Research Report 77-02. ED 140 890
- Program Vitality Report as of Fall 1976. ED 140 915
- Louisiana State Dept. of Education, Baton Rouge.**
Louisiana School Finance. Publication No. 1454. ED 140 404
- Social Studies Highlights Report, 1974-75. Bulletin 1459. ED 141 214
- Louisiana State Dept. of Education, Baton Rouge. Div. of Instructional Services.**
Mathematics Highlights Report, 1974-75. Louisiana State Department of Education Bulletin 1457. ED 141 119
- Louisiana State Univ. and A and M Coll. System, Baton Rouge.**
Residential and Racial Trends for the School-Age Population and Public School Teachers in Louisiana. Bulletin Number 697. ED 141 317
- Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.**
Community Satisfaction as Definition of the Situation: Some Conceptual Issues. ED 141 223
- Louisville and Jefferson County Community Coordinated Child Care, Ky.**
Learning Resources Center: Increasing Parent Competence. ED 140 942
- Lund Univ. (Sweden).**
Explorations in Creativity. ED 141 397
- Macquarie Univ., North Ryde (Australia). School of Education.**
The Mount Druitt Early Childhood Project. Second Annual Report to Bernard Van Leer Foundation. ED 140 960
- Madison Public Schools, Wis.**
Effects of Class Size on Reading Achievement in Grades 1-3 in the Madison Metropolitan School District (1974-1976). ED 140 256
- Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.**
National Apprenticeship and Training Standards for Glaziers and Glassworkers. Revised. ED 139 920
- Maryland State Dept. of Education, Baltimore.**
Procedures and Standards for Maryland State Department of Education Evaluation of Planned Programs of Inservice Experiences Developed and Implemented by Local Agencies Leading to the Advanced Professional Certificate. ED 141 366
- Maryland Univ., College Park. Science Teaching Center.**
Twenty Years of Science and Mathematics Curriculum Development. The Tenth Report of the International Clearinghouse. ED 141 182
- Massachusetts Univ., Amherst. School of Education.**
Futures Information Interchange Newsletter; Vol. 3, No. 2, December 1976 [And] Vol. 4, No. 1, April 1977. ED 141 246
- Mathematica, Princeton, N.J.**
A Study of Recipients of Federal Supplemental Benefits and Special Unemployment Assistance. Final Report. ED 139 923
- McManis Associates, Inc., Washington, D.C.**
Career Education Curriculum Development in the Community College. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. II, No. 7. ED 140 917
- Meeting Street School, Providence, R.I.**
Get Up and Grow: A Handbook for Parents of Babies with Special Problems at Birth. ED 140 513
- Mesa Public Schools, Ariz.**
Springboards to Learning. Career Guidance Institute (August 18-27, 1976). Final Report. ED 140 054
- Miami-Dade Community Coll., Fla.**
A Contemporary Course in the Humanities for Community College Students. [Core Curriculum] ED 140 892
- A Contemporary Course in the Humanities for Community College Students. [Optional Sequences] ED 140 893
- Project Elderly. Interim and Final Reports. ED 140 176
- Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.**
Student Relations to Instruction. Memo to the Faculty Number 58. ED 140 767
- Michigan Univ., Ann Arbor. Inst. for Social Research.**
The Process of Accentuation in College Settings. Final Report. BN-BR-3-2083 ED 140 699
- Michigan Univ., Ann Arbor. Office of Community Education Research.**
Four Case Studies: Working Partnerships Between Community Colleges and Community Schools. Community Colleges, Community Education Monograph #1. ED 140 874
- Midwest Research Inst., Kansas City, Mo.**
Decision Criteria and Policy for School Consolidation. Final Report. MRI Project RA-115-D(1). ED 140 466
- Milbank Memorial Fund, New York, N. Y.**
Higher Education for Public Health. ED 140 743//
- Ministry of Education and Culture, Brasilia (Brazil).**
National Plan for Graduate Studies. ED 140 729
- New Perspectives for the System of Higher Education. ED 140 730
- Present Situation of Graduate Studies, Brazil - 75. ED 140 723
- Minneapolis Public Schools, Minn. Southeast Alternatives Program.**
Implementing Alternative Schools; Lessons from the Minneapolis Experience. ED 141 437
- Mississippi Agricultural Experiment Station, State College.**
Social Origin and Attitudinal Perception in the Dynamics of Occupational Achievement Orientation. ED 141 063
- Mississippi State Dept. of Education, Jackson. Div. of Instruction.**
Regulations for Teacher Certification. Bulletin 130, 1975 Revision. ED 141 320
- Missouri Univ., Columbia.**
Career Education: The Consultant Approach. ED 140 033
- Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.**
Improving Vocational Education Planning: More Myth Than Reality? Final Report. ED 140 027
- Monash Univ., Clayton, Victoria (Australia).**
Creole Languages and Educational Development. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 13. ED 140 607
- Proceedings, First Australian Seminar on Japanese Language Teaching. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 17. Papers in Japanese Linguistics, 4. ED 140 670
- Montana State Univ., Bozeman.**
Montana English Teacher Preparation and Needs, 1973 State-Wide Survey. Interim Report. ED 140 299
- Montana Univ., Missoula. Dept. of Social Work.**
Competency-Based Education for Social Work: Education and Curriculum Issues. ED 140 706
- Montgomery Coll., Rockville, Md. Office of Institutional Research.**
Montgomery College Student Follow-up Study: First-Time Students, Fall 1972. ED 140 921
- Non-Returning Special Students: A Follow-up Study. ED 140 926
- A Study of the Impact of Cancelling Classes. ED 140 920
- Tentative Ten-Year Enrollment Projections, Fiscal Years 1978-1987. (A Supplement to the FY 1978 Capital and Operating Budgets of Montgomery Community College) ED 140 922

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Curricular Materials for Secondary Learning Disabilities Programs. Title III: Curricular Development for Secondary Learning Disabilities.

ED 140 569

Montgomery County Public Schools, Rockville, Md.

A Course of Study for Guitar I (Music I).

ED 141 251

Montgomery County Public Schools, Rockville, Md. Dept. of Adult Education.

Office Update. A Course Guide for Adult Business Education Teachers.

ED 139 981

Moraine Valley Community Coll., Palos Hills, Ill.

A Modified Delphi Technique for Obtaining Consensus on Institutional Research Priorities. Research Brief.

ED 140 912

Morin (Alfred J.) and Associates, Washington, D.C.

Evaluation and Audit of Career and Vocational Teacher Education Centers. Final Report. 1972-1973 School Year.

ED 140 081

Mossyrock School District 206, Wash.

Assessing High School Vocational Students' Attitudes Toward Travel Away from Their Home Schools. Final Report.

ED 140 079

Mountain States Regional Medical Program.

Proceedings of the Conference on Rural Health Services in Nevada (Reno, Nevada, January 17-18, 1974).

ED 141 028

Nashville Urban Observatory, Tenn.

What Happens After Training: A Review of Follow-Up of Vocational Graduates.

ED 140 010

National Academy of Sciences - National Research Council, Washington, D.C.**Commission on Human Resources.**

Doctorate Recipients from United States Universities. Summary Report 1976.

ED 140 721

National Advisory Committee on Hyperkinesia and Food Additives.

The National Advisory Committee on Hyperkinesia and Food Additives. Report to the Nutrition Foundation.

ED 140 512

National Advisory Council on Vocational Education, Washington, D.C.

Youth Unemployment: The Need for a Comprehensive Approach.

ED 139 912

National Agricultural Library (DOA), Washington, D.C.

Food Service Programs for Children: An Annotated Bibliography. Library List No. 99.

ED 140 479

National Association for Retarded Citizens, Arlington, Tex. Research and Demonstration Inst.

A National Forum on Residential Services (New Orleans, Dec. 3-4, 1976).

ED 140 534

National Association of Independent Schools, Boston, Mass.

Learning to Think in a Math Lab.

ED 141 112

National Association of Private, Nontraditional Schools and Colleges, Grand Junction, Colo.

Handbook on Accreditation. 1977 Revision.

ED 140 690

National Association of Secondary School Principals, Reston, Va.

1975-76 Youth Conferences on Older Americans. A Report to the President of the United States for Older Americans Month.

ED 140 171

Concerning Student Publications. A Report and a Statement of Opinion. A Legal Memorandum.

ED 140 385

Salary Report #1. Principals and Assistant Principals. Administrative Information Report.

ED 140 403

Salary Report #2. Principals and Assistant Principals. Administrative Information Report.

ED 140 382

National Association of State Directors of Child Development.

An Introduction To State Capacity Buildings: Planning, Management and Delivery of Child and Family Services.

ED 140 977

National Association of State Universities and Land-Grant Colleges, Washington, D.C. Office of Research and Information.

Enrollment at State Universities and Land-Grant Colleges Fall, 1976.

ED 140 704

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Computers in the Federal Government: A Compilation of Statistics.

ED 140 830

Foreign and Domestic Accomplishments in Magnetic Bubble Device Technology. Computer Science & Technology.

ED 140 814

Management of Data Elements in Information Processing. Proceedings of a Symposium (2nd, Gaithersburg, Maryland, October 23-24, 1975).

ED 140 817

The Use of Passwords for Controlled Access to Computer Resources. Computer Science & Technology.

ED 140 815

National Center for Comprehensive Emergency Services, Nashville, Tenn.

Comprehensive Emergency Services: A System Designed to Care for Children in Crisis. Neglected and Abused by Their Family, Neglected and Abused by Their Community.

ED 140 550

National Center for Education Statistics (DHEW), Washington, D.C.

National Longitudinal Study of the High School Class of 1972: First Followup Survey Design, Instrument Preparation, Data Collection and File Development.

ED 141 406

Revenues and Expenditures for Public Elementary and Secondary Education, 1974-75.

ED 140 402

Women's Participation in First-Professional Degree Programs in Medicine, Dentistry, Veterinary Medicine, and Law, 1969-70 through 1974-75.

ED 140 761

National Center for Health Statistics (DHEW), Rockville, Md.

Goodenough-Harris Test Estimates of Intellectual Maturity of Youths 12-17 Years: Demographic and Socioeconomic Factors.

ED 141 417

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Selected Bibliography of Polish Educational Materials, Vol. 14, No. 1, 1975.

ED 141 261

National Coalition Against Censorship, New York, N.Y.

Rights in Conflict: A Report on the Annual Conference of the National Coalition Against Censorship (2nd, New York City, February 16, 1977).

ED 140 370

National Commission on Libraries and Information Science, Washington, D.C.

National Commission on Libraries and Information Science. Annual Report to the President and Congress. 1975-1976.

ED 140 799

National Commission on the Observance of International Women's Year, Washington, D.C.

"... To Form a More Perfect Union ... " Justice for American Women. Report.

ED 140 445

National Consortium on Competency-Based Staff Development.

Conducting Follow-Up and Follow-Through Programs. Planning Pre-Employment Programs, Module 4.

ED 140 211

Conducting Job Development Programs. Planning Pre-Employment Programs, Module 2.

ED 140 209

Conducting Job Placement Programs. Planning Pre-Employment Programs, Module 3.

ED 140 210

Developing and Conducting In-Service Programs. Coordinator's Guide.

ED 140 191

Developing and Conducting In-Service Programs.

ED 140 192

Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities. Coordinator's Guide.

ED 140 203

Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities.

ED 140 204

Developing Effective Public Relations. Coordinator's Guide.

ED 140 187

Developing Effective Public Relations.

ED 140 188

Eliminating Stereotypes of Ethnic Minorities Through Career Guidance. Coordinator's Guide

ED 140 199

Eliminating Stereotypes of Ethnic Minorities Through Career Guidance.

ED 140 200

Establishing a Career Resource Center. Coordinator's Guide.

ED 140 197

Establishing a Career Resource Center.

ED 140 198

Helping Students Develop Career Decision-Making Skills. Coordinator's Guide.

ED 140 189

Helping Students Develop Career Decision-Making Skills.

ED 140 190

Imaging Futuristic Career Guidance Programs. Coordinator's Guide.

ED 140 193

Imaging Futuristic Career Guidance Programs.

ED 140 194

Imaging Futuristic Career Guidance Goals. Coordinator's Guide.

ED 140 195

Imaging Futuristic Career Guidance Goals.

ED 140 196

Planning Pre-Employment Programs. Conducting Job Development Programs, Job Placement Programs, Follow-Up and Follow-Through Programs. Coordinator's Guide.

ED 140 207

Planning Pre-Employment Programs. Module 1.

ED 140 208

Providing Career Guidance for Young Women. Coordinator's Guide.

ED 140 201

Providing Career Guidance for Young Women.

ED 140 202

Providing Life/Career Planning for Women and Girls. Coordinator's Guide.

ED 140 205

Providing Life/Career Planning for Women and Girls.

ED 140 206

National Council for Geographic Education.

Census Data: Geographic Significance and Classroom Utility. NCGE Pacesetters in Geography Series. No. 2.

ED 141 190

National Council for the Social Studies, Washington, D.C.

Review of Research in Social Studies Education: 1970-1975. Bulletin 49.

ED 141 192

National Council of Teachers of Mathematics, Inc., Reston, Va.

Was Pythagoras Chinese? An Examination of Right Triangle Theory in Ancient China. The Pennsylvania State University Studies No. 40. ED 141 128//

National Education Association, Washington, D.C.

Curriculum Change Toward the 21st Century. The Curriculum Series. ED 140 443

National Education Association, Washington, D.C. Research Div.

Provisions for Inservice Education of Higher Education Faculty, 1972-73. NEA Research Memo 1976-4. ED 140 724

Summary of Salaries Paid in Higher Education, 1975-76. NEA Research Memo 1977-1. ED 140 718

National Foundation for the Improvement of Education, Washington, D.C.

Implementing Title IX: A Sample Workshop. ED 140 405

National Highway Traffic Safety Administration (DOT), Washington, D.C.

Tips on Car Care & Safety for Deaf Drivers. ED 140 074

National Humanities Faculty, Concord, Mass.

1975-76 Youth Conferences on Older Americans. A Report to the President of the United States for Older Americans Month. ED 140 171

National Institutes of Health (DHEW), Bethesda, Md. High Blood Pressure Information Center.

Nursing Education in High Blood Pressure Control. Report of the Task Force on the Role of Nursing in High Blood Pressure Control. ED 140 036

National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Research for Mothers and Children.

DHEW Research, Service, and Training Programs in Hearing, Speech, and Language: A Summary of Areas of Interest, Funding Mechanisms, Review Processes, and Information Sources. ED 140 564

National Inst. of Education (DHEW), Washington, D.C.

NIE's Role in Curriculum Development: Findings, Policy Options, and Recommendations. ED 140 401

Public Education in Sparsely Populated Areas of the United States. ED 141 006

National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Dissemination and Resources Group. Program Plan FY 1978. ED 140 001

National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

A Comparison of Four Experience-Based Career Education Programs: What They Offer. How They Differ. ED 140 031

Wages and Other Rewards, What People Want or Get from Their Jobs, and How Education Makes a Difference (or Does It). Three Papers. ED 140 037

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Felony Investigation Decision Model: An Analysis of Investigative Elements of Information. ED 140 155

National Inst. of Mental Health (DHEW), Rockville, Md.

Demographic Norms for Metropolitan, Non-metropolitan and Rural Counties. Mental

Health Demographic Profile System Working Paper No. 24, July 1975. ED 141 010

National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

The Whole College Catalog About Drinking: A Guide to Alcohol Abuse Prevention. ED 140 152

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.

Vanguards in Training: Jan 1976. ED 140 172

National Library of Canada, Ottawa (Ontario).

Canadian Theses on Microfiche. Catalogue: Supplement No. 20. ED 140 826

National Public Radio, Washington, D.C.

Options in Education. Program #85: The Courts and the Public Schools. ED 140 511

Options in Education, Program No. 80, May 30, 1977. Learning from the Past: Oral History. Program Transcripts of a Weekly Series Broadcast by Member Stations of National Public Radio. ED 141 256

National Recreation and Park Association, Arlington, Va.

Energy: Who's Doing What? ED 141 186

National Retired Teachers Association, Washington, D.C.

1975-76 Youth Conferences on Older Americans. A Report to the President of the United States for Older Americans Month. ED 140 171

National School Public Relations Association, Arlington, Va.

Budget/Finance Campaigns: You Can't Afford to Lose. ED 140 428

National Science Foundation, Washington, D.C.

A Minor Miracle. An Informal History of the National Science Foundation. ED 141 130

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Characteristics of Doctoral Scientists and Engineers in the United States, 1975. ED 141 181

Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975. ED 141 127

Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1975. Detailed Statistical Tables, Appendixes B and C. ED 141 136

Manpower Resources for Scientific Activities at Universities and Colleges, January 1976. ED 141 180

Private Industry Employment of Scientists and Engineers in 1975 Shows a 5-Year Decline. Science Resources Studies Highlights, May 25, 1977. ED 141 122

National Science Foundation, Washington, D.C. National Science Board.

The Role of Engineers and Scientists in a National Policy for Technology. Report of the National Science Board. ED 141 120

Science and the Challenges Ahead. Report of the National Science Board. ED 141 121

National Science Teachers Association, Washington, D.C.

Games for the Science Classroom. An Annotated Bibliography. ED 141 071

National Student Educational Fund, Washington, D.C.

Final Report of the Research Project on: Students and Collective Bargaining. ED 140 741//

National Swedish Board of Education, Stockholm.

Composition at the Middle Level of Elementary School. School Research Newsletter. ED 140 611

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Obstacles to Innovation Within the University Organization. Current Project. R & D for Higher Education. ED 140 756

The University as an Organization: System and Environment. Current Projects. Educational Development: Information on Research and Development in Post-Secondary Education. ED 140 754

National Technical Inst. for the Deaf, Rochester, N. Y.

Applicability of the SIGI Occupational Data Base to NTID's Curriculum Research and Career Counseling Needs. ED 140 016

New England Board of Higher Education, Wellesley, Mass. New England Library Information Network.

On-Line Shared Cataloging in NELINET Libraries: Report of a Survey. ED 140 773

New England Board of Higher Education, Wellesley, Mass. Northeast Academic Science Information Center.

Northeast Academic Science Information Center (NASIC). Final Report. ED 140 850

New England Program in Teacher Education, Durham, N.H.

A Review and Evaluation of the CBTE Program at South Carolina State University. ED 141 278

New Jersey State Dept. of Education, Trenton.

New Jersey Regulations and Standards for Certification. 22nd Edition. ED 141 323

New Mexico Highlands Univ., Las Vegas.

Poder es Saber. Workshop: Developing a Bilingual Curriculum (New Mexico Highlands University, Las Vegas, New Mexico, June 1977). ED 141 018

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Directory of Outdoor Education Degree Programs in Higher Education. ED 140 994

Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. ED 141 059

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Basic Skills After School Pre-Kindergarten Program, 1975-1976. ED 141 476

Bilingual-Bicultural Program at C.S. 77, 1975-76. ED 141 477

The Child Centered Reading Program; Evaluation Period September, 1975 to June 1976. ED 141 478

Early Identification Program. ED 141 479

Education in Action, School Year 1975-1976. ED 141 480

Handicapped Children Component: Remedial Services, Non-Public Schools. School Year 1974-75. ED 141 442

Homework Helper Component. Evaluation Period School Year 1974-75. ED 141 441

Lenox Hill Neighborhood School Camp Program; School Year 1975-1976. ED 141 481

Perceptual Conditioning for Decoding, 1975-1976.

- ED 141 482
Pictures as a Basis for Teaching Reading,
School Year 1975-1976.
- ED 141 483
Reading and Language, School Year 1975-
1976.
- ED 141 484
Reading Improvement Through Marine En-
vironment Exploration, 1975-1976.
- ED 141 485
Skin, Scale, Feather, and Fur.
- ED 141 486
Student-Parent Activities Center, June 1976.
- ED 141 487
Student Progress Reporter Corps., School Year
1975-1976.
- ED 141 488
Teacher Self-Help Project, 1975-76 School
Year.
- ED 141 489
Teacher Training and Tutorial Program in
Reading; Evaluation Period, School Year 1975-
1976.
- ED 141 490
T.E.A.T.H. Program, English as a Second Lan-
guage (School Year 1975-1976).
- ED 141 491
Tutoring: Walk and Talk Program, 1975-1976
Academic Year.
- ED 141 492
- New York State Education Dept., Albany.**
New York State Programs of Postsecondary
Opportunity, 1974-75; Summary of Reports,
Analysis and Regents Recommendations.
ED 141 475
- New York State Education Dept., Albany.**
Bureau of Business Education.
Basic Economic Concepts in Business Educa-
tion. Bulletin No. 206.
ED 140 067
- New York State Education Dept., Albany.**
Bureau of Drug Education.
Alcohol Education: Curriculum Guide for
Grades 7-12.
ED 140 180
- New York State Education Dept., Albany.**
**Bureau of Elementary and Secondary
Educational Testing.**
Home Economics. Sample Test Items. Levels I
and II.
ED 140 066
- New York State Education Dept., Albany.**
**Bureau of General Education Curriculum
Development.**
Materials for Using American Issues Forum in
the American History Classroom. Topic VI:
The Business of America.
ED 141 219
Mathematics 7-8 Handbook, 1976 Reprint.
ED 141 115
The Metric System: Ideas for Introducing the
Metric System.
ED 141 114
Working in America, Part III. Materials for
Using American Issues Forum in the American
History Classroom, Topic V.
ED 141 222
Working in America, Part II. Materials for
Using American Issues Forum in the American
History Classroom, Topic V.
ED 141 221
Working in America, Part I. Materials for
Using American Issues Forum in the American
History Classroom, Topic V.
ED 141 220
- New York State Education Dept., Albany.**
**Bureau of Occupational and Career
Curriculum Development.**
Home Economics Education. Curriculum
Planning Guidelines. Levels III-IV-V.
ED 140 069
Machine Accounting. An Instructor's Guide.
ED 140 068
- New York State Education Dept., Albany.**
**Bureau of Secondary Curriculum
Development.**
Earth Science Supplement to the Syllabus, Part
1, Topics 1-4, Special Edition 1970.
ED 141 137
Earth Science Supplement to the Syllabus, Part
2, Topics 5-8, 1970 Edition, 1974 Reprint.
ED 141 138
- New York State Education Dept., Albany.**
Div. of Continuing Education.
How to Get Those "Extras" Out of Retirement
Living. A Course of Study Designed for Public
School Continuing Education Programs.
ED 140 177
- New York State Education Dept., Albany.**
Div. of Library Development.
A Directory of Library Systems in New York
State.
ED 140 862
- New York State Education Dept., Albany.**
Div. of Occupational Education Instruction.
Short-Term Adult Re-Training for Unem-
ployed/Underemployed Persons (Start-Up).
ED 140 170
- New York State Education Dept., Albany.**
Div. of Research.
Kanien'Keha' Okara'Shon': A. Mohawk Stories.
ED 140 669
- New York State Education Dept., Albany.**
Div. of Teacher Education and Certification.
Amendments to Regulations of the Commis-
sioner of Education Pursuant to Section 207 of
the Education Law. Part 80: Teachers Cer-
tificates.
ED 141 357
- New York State Office of Drug Abuse
Services, Albany.**
Drug Abuse Prevention: The Awareness, Ex-
perience, and Opinions of Junior and Senior
High School Students in New York State. Re-
port No. 2 of Winter 1974/75 Survey.
ED 140 174
A Survey of Substance Use Among Junior and
Senior High School Students in New York State.
Report No. 1: Prevalence of Drug and
Alcohol Use, Winter 1974/75.
ED 140 173
- Nigeria Univ., Nsukka. Div. of Extra-Mural
Studies.**
Outreach: University's Concern for Communi-
ties Around It.
ED 140 072
- North Carolina State Dept. of Community
Colleges, Raleigh.**
Metrics Course Outline and Resources.
ED 141 073
- North Carolina State Dept. of Human
Resources, Raleigh. Div. of Mental Health
Services.**
Adult Developmental Activity Program
Manual.
ED 140 546
Procedure Manual for Group Homes for
Developmentally Disabled Adults. Revised
January, 1977.
ED 140 545
- North Carolina State Univ., Raleigh.**
Agricultural Experiment Station.
The Effectiveness of Three Media in Dis-
seminating Basic Information to Low Income
Families.
ED 141 004
Recent Population Trends in North Carolina
and the Southern Region: 1970-1975. Progress
Report Soc. 64, 1977.
ED 141 020
A Test of the Homogeneity Thesis of the Cul-
ture of Poverty Theory: Characteristics of Dis-
advantaged Farm Families. Tech. Bul. No. 248,
December 1975.
ED 141 009
- North Carolina Univ., Chapel Hill.**
Guidelines for Transfer. Recommendations of
the Joint Committee on College Transfer Stu-
dents.
ED 140 722
- North Dakota State Univ., Fargo.**
Career Development/Vocational Offerings.
Final Report.
ED 140 076
- North Dakota State Univ., Fargo. Dept. of
Agricultural Education.**
Attitudes of North Dakota Implement Deal-
ership Managers towards a Continuing Man-
agement Education Program. Report of the
Research Study.
ED 140 075
- Northeast Alabama State Junior Coll.,
Rainsville, Ala.**
"Operation New Horizons"—Right to Read—
Adult Reading Academy. First Annual Report.
ED 140 055
- Northeast Regional Center for Rural
Development, Ithaca, N.Y.**
An Approach to Evaluation of Rural Develop-
ment Act Title V Programs. Northeast Re-
gional Center for Rural Development Publica-
tion 11, February 1976.
ED 141 058
- Northern Cheyenne Tribe, Mont.**
Real Choices in Indian Resource Development:
Alternatives To Leasing. AIO Report-Billings
Conference (Billings, Montana, January 30, 31,
and February 1, 1975).
ED 141 025
- Northern Valley Regional High School
District, Closter, N.J.**
Language Arts Curriculum Guide, Performance
Expectations, K-12.
ED 140 329
- Northwest Area Foundation, St. Paul, Minn.**
An Approach to Keeping Independent Colleges
Independent.
ED 140 770
- Oakland Unified School District, Calif.**
Project MACK. Final Evaluation Report 1974-
1975.
ED 140 415
- Office des Professions du Quebec, Quebec.**
The Evolution of Professionalism in Quebec.
ED 140 714
Reform of the Professions in Quebec.
ED 140 713
- Office of Career Education (DHEW/OE),
Washington, D.C.**
Career Education and Basic Academic
Achievement. A Descriptive Analysis of the
Research.
ED 140 032
- Office of Child Development (DHEW),
Washington, D.C.**
Child Day Care Management Study. Volume II-
A: State Summaries (Alabama - Nebraska).
ED 140 982
Child Day Care Management Study. Volume II-
B: State Summaries (Nevada - Wyoming).
ED 140 983
- Office of Education (DHEW), Washington,
D.C.**
Are the One-Teacher Schools Passing? 18
Years of History. Pamphlet No. 92.
ED 141 051
Educational Achievements of One-Teacher and
of Larger Rural Schools. Bulletin, 1928, No.
15.
ED 141 052
The One-Teacher School - Its Midcentury
Status. Circular Number 318.
ED 140 992
Review of Conditions and Developments in
Education in Rural and Other Sparsely Settled
Areas. Being Chapter V of Volume I of the
Biennial Survey of Education in the United
States: 1934-36. Bulletin, 1937, No. 2 (Ad-
vance Pages)
ED 141 054
Rural School Consolidation. A Decade of
School Consolidation with Detailed Information
from 105 Consolidated Schools. Pamphlet No.
6, June 1930.
ED 141 055
The Smallness of America's Rural High
Schools. Bulletin, 1930, No. 13.
ED 141 056
Status of Teachers and Principals Employed in
the Rural Schools of the United States. Bul-
letin, 1932, No. 3.
ED 141 053
- Office of Human Development (DHEW),
Dallas, Tex. Region 6.**
A Public Review in Federal Region VI of the
Federal Interagency Day Care Requirements.
ED 140 966

Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Helpful Hints for Selecting a School or College.
ED 140 752

Ohio State Dept. of Education, Columbus, Div. of Federal Assistance.
A Teacher's Guide to Metrics. A Series of In-Service Booklets Designed for Adult Educators.
ED 139 904

Ohio State Univ., Columbus. Center for Vocational and Technical Education.
A Retrospective Analysis of the Development of a Project Monitoring System.
ED 140 478

Ohio State Univ., Columbus. Center for Vocational Education.
1976 Annual Index to AIM/ARM (Abstracts of Instructional and Research Materials in Vocational and Technical Education). Volume 9, Numbers 1 through 6.
ED 140 018

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 6. VT 103 401-103 600.
ED 140 019

Annual National Leadership Development Seminar for State Directors of Vocational Education (7th, Columbus, Ohio, September 24-26, 1974). Improving Vocational Curricula in Local Education Agencies. Leadership Training Series No. 42.
ED 140 100

Annual National Vocational Education Personnel Development Seminar. (8th, Madison, Wisconsin, October 28-31, 1974). In-Service Vocational Education Personnel Development for the 1980's. Leadership Training Series No. 43.
ED 140 082

Bringing the World of Work and the Institutions of Education Closer Together. Two Commencement Addresses at The Ohio State University. Occasional Paper No. 28.
ED 140 102

Index of Military Curriculum Materials Related to Civilian Vocational Programs.
ED 140 095

Military Curriculum Materials Identification, Selection, and Acquisition Strategies and Procedures.
ED 140 094

Military Curriculum Materials Utilization in Vocational Education. Final Report.
ED 140 014

Needed Federal Policy in Education for Century III. Occasional Paper No. 24.
ED 139 985

Programs of Guidance and Counseling Becoming of Age: Implications for Vocational Education R & D. Occasional Paper No. 25.
ED 140 101

Review of Existing Information Systems and Networks: Applicability to the Design of the SYSTEM. (A Staff Working Paper.)
ED 140 092

A System to Provide Military Curriculum Materials to Civilian Vocational and Technical Educators.
ED 140 096

Utilization of Military-Developed Curriculum Materials in Civilian Vocational Programs: A School Survey.
ED 140 093

Vocational Education Program Need in Large Cities.
ED 139 924

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Environmental Education: A Bibliography of Abstracts from RESOURCES IN EDUCATION (RIE), 1973-1975.
ED 141 177//

Oklahoma State Dept. of Education, Oklahoma City.
Teacher Education, Certification and Assignment Handbook.
ED 141 304

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Distributive Education II. Course of Study.
ED 140 030

Ontario Council on University Affairs, Toronto.
Ontario Council on University Affairs. Third Annual Report. March 1, 1976 to February 28, 1977.
ED 140 686

Ontario Dept. of Education, Toronto.
Approaches to Semestering. Secondary School Organization: Some Current Alternatives.
ED 140 399//

Clarifying the Class Size Question. Evaluation and Synthesis of Studies Related to the Effects of Class Size, Pupil-Adult, and Pupil-Teacher Ratios.
ED 140 397//

The Education of Adolescents in Remote Areas of Ontario.
ED 141 005//

The Impact of Semestering on Selected Secondary Schools in Ontario. Semestering in Secondary Schools.
ED 140 488//

Meeting Problems of Declining Enrolment. Educational, Social, and Financial Implications to School Boards of Declining Enrolments.
ED 140 396//

Sick Leave Gratuities and Resultant Liabilities.
ED 140 398//

Ontario Inst. for Studies in Education, Toronto.
Assessment of Student Achievement. A Survey of the Assessment of Student Achievement in Ontario.
ED 141 403//

Educational Perspectives: A Survey of 10,000 Ontario Students, Teachers, and Parents.
ED 141 401//

Effectiveness of the Revised Ontario School Record System.
ED 141 402//

The Elementary School Consultant. An In-Basket Simulation Exercise.
ED 140 484//

The Elementary School Principal. An In-Basket Simulation Exercise.
ED 140 483//

Kohlberg's Structuralism: A Critical Appraisal. Monograph Series/15.
ED 140 482//

The School Board Trustee. An In-Basket Simulation Exercise.
ED 140 486//

The Secondary School Division Chairman. An In-Basket Simulation Exercise.
ED 140 485//

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Aspects of Second Language Learning in Classroom Settings. Working Papers on Bilingualism, No. 13.
ED 140 661

Error Analysis and Error Correction in Adult Learners of English as a Second Language. Working Papers on Bilingualism, No. 13.
ED 140 663

An Ethnographic Analysis of the Language Use Patterns of Bilingually Schooled Children. Working Papers on Bilingualism, No. 13.
ED 140 664

Phonological Factors in Vocabulary Acquisition: A Case Study of a Two-Year-Old, English-French Bilingual. Working Papers in Bilingualism, No. 13.
ED 140 662

Theoretical Perspectives on Bilingual Education Programs. Working Papers on Bilingualism, No. 13.
ED 140 667

The Validity of Various Techniques Measuring Children's Bilingualism. Working Papers on Bilingualism, No. 13.
ED 140 665

Ontario Inst. for Studies in Education, Toronto. Dept. of Educational Administration.
The Complex Society; Its Implications for School Boards.
ED 141 304

Ontario Society for Training and Development, Toronto.
Core Competencies of a Trainer.
ED 140 400//

Oregon Consolidated Schools, Wis.
So You Want to Team Teach in a Junior High School.
ED 141 348

Oregon School Study Council, Eugene.
Beyond Stress to Effective Management. OSSC Bulletin Vol. 20, Nos. 9 and 10.
ED 140 440

Oregon State Dept. of Education, Salem.
Elementary-Secondary Guide for Oregon Schools. Part II: Suggestions.
ED 140 441

Graduation Requirements Guidelines, Revised. Prepublication Draft.
ED 140 442

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Management by Objectives. ACSA School Management Digest, Series 1, No. 6. ERIC/CEM Research Analysis Series, Number 33.
ED 140 381

School Financial Elections. Research Action Brief Number 1.
ED 140 434

Organisation for Economic Cooperation and Development, Paris (France).

Educational Building: Policies and Co-operation. Programme on Educational Building 9.
ED 140 439

Orton Society, Towson, Md.
An Interdisciplinary Journal of Specific Language Disability. Volume 25.
ED 140 241

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Child Day Care Management Study. Volume II-A: State Summaries (Alabama - Nebraska).
ED 140 982

Child Day Care Management Study. Volume II-B: State Summaries (Nevada - Wyoming).
ED 140 983

Peace Corps, Washington, D.C.
Spoken Fante for Non-Fante Beginners
ED 140 608

Spoken Twi For Non-Twi Beginners.
ED 140 609

Peat, Marwick, Mitchell, and Co., Hartford, Conn.

Selected Alternatives for Serving More High School-Aged Students in the Vocational-Technical Schools. Final Report.
ED 139 907

Pendleton Project, Virginia Beach, Va.
A Diagnostic/Prescriptive System to Aid in the Treatment of Behavioral Disorders.
ED 140 597

Interagency Outclient Service Delivery to Young Children and Their Families.
ED 140 596

The Pendleton Project: Semi-Annual Narrative Report, July 12, 1976.
ED 140 134

The Pendleton Project: Semi-Annual Narrative Report, January 10, 1977.
ED 140 135

Residential Behavior Therapy Treatment as an Intensive Care Approach to the Development of Community Competence.
ED 140 598

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Research and Development Project in Career Education. Final Report.
ED 139 906

Pennsylvania State Dept. of Education, Harrisburg.

Leadership in the Arts: A Testing of Assumptions.
ED 141 258

Pennsylvania Competency-Based Teacher Education. Competencies: Industrial Arts Education.
ED 140 071

- Research & Information on Employment & Training. Proceedings of a Symposium (Hershey Convention Center, Hershey, Pennsylvania, October 14-15, 1976).
ED 140 026
- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.**
The Preparation and Occupational Pursuits of Elementary, Secondary and Ungraded Teachers 1974-75.
ED 141 349
- Pennsylvania State Univ., University Park.**
Pennsylvania Competency-Based Teacher Education. Competencies: Industrial Arts Education.
ED 140 071
Was Pythagoras Chinese? An Examination of Right Triangle Theory in Ancient China. The Pennsylvania State University Studies No. 40.
ED 141 128//
- Pennsylvania State Univ., University Park. Career Development and Placement Center.**
Career Bibliography. A Guide to Free and Inexpensive Occupational Information.
ED 140 065
- Pennsylvania State Univ., University Park. Center for the Study of Higher Education.**
Governance in Institutions with Faculty Unions: Six Case Studies.
ED 140 764
PPBS in Higher Education: The Impossible Dream?
ED 140 719
- Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.**
Old Age, Handicapped and Vietnam-Era Antidiscrimination Legislation. Labor Relations and Public Policy Series No. 14.
ED 140 429//
- Phi Delta Kappa, Bloomington, Ind.**
Education and Collective Bargaining. Readings in Policy and Research.
ED 140 421//
- Phi Delta Kappa Educational Foundation, Bloomington, Ind.**
The Abuses of Standardized Testing. Fastback Series No. 92.
ED 141 399
What the People Think About Their Schools: Gallup's Findings. Fastback Series No. 94.
ED 141 400
- Philadelphia School District, Pa. Office of Curriculum and Instruction.**
Using the Mini-Calculator to Teach Mathematics.
ED 141 126
- Piedmont Technical Inst., Roxboro, N.C.**
The Educational Development Officer-A New Staff Development Concept in the Community College and Technical Institute.
ED 140 017
- Pittsburg Univ., Pa. Teacher Corps Program.**
Career Education Module.
ED 141 273
Classroom Management and Module.
ED 141 272
- Policy Studies in Education, New York, N.Y.**
Three-Site Evaluation for Career Development Projects.
ED 139 908
- Poplar River School No. 050, Negginan (Ontario).**
Indian Culture Program. Poplar River School No. 050, Negginan, P.O.
ED 141 032
- Prairie View A and M Univ., Tex.**
To Develop a System for Interfacing the Administration and Implementation of CETA and Vocational Programs at the Local Level. Final Report.
ED 140 097
- PRC Information Sciences Co., McLean, Va.**
Computer Managed Instruction at Remote Sites by Satellite: Phase I, A Feasibility Study.
ED 140 791
- President's Council on Physical Fitness and Sports, Washington, D.C.**
Identification of Physically Underdeveloped Pupils: Activities to Improve Their Performance.
ED 141 299
- Public Service Commission of Canada, Ottawa (Ontario). Staff Development Branch.**
Suggestopaedia-Canada.
ED 140 673
- Purdue Univ., Lafayette, Ind.**
Cognitive Factors in Children's Listening and Reading Comprehension: Assessment and Facilitation. Final Report.
ED 140 226
- Quebec Univ., Montreal. Dept. of Psychology.**
Ethological Perspectives on Preschool Social Organization.
ED 140 976
- Rand Corp., Santa Monica, Calif.**
Federal Programs Supporting Educational Change, Vol. VI: Implementing and Sustaining Title VII Bilingual Projects.
ED 140 431
Federal Programs Supporting Educational Change, Vol. VII: Factors Affecting Implementation and Continuation.
ED 140 432
Results of YLS Survey on Specialization/Relicensing.
ED 141 240
The Serrano Case: Policy for Education or for Public Finance? The Rand Paper Series.
ED 140 430
Television and Alcohol Consumption and Abuse. Rand Paper Series No. P-562L.
ED 140 163
- Regional Inst. of Higher Education and Development, Singapore.**
Development Planning in Southeast Asia: Role of the University.
ED 140 681
- Research for Better Schools, Inc., Philadelphia, Pa.**
An Introduction to Skills for Ethical Action.
ED 141 253
SEARCH: An Individualized Social Education Curriculum.
ED 141 252
- Research Inst. for Educational Problems, Cambridge, Mass.**
Due Process in Special Education: Resource Book.
ED 140 520
- Research Triangle Inst., Durham, N.C.**
K-9 Traffic Safety Resource Curriculum. Level A. Professional Guide.
ED 140 084
K-9 Traffic Safety Resource Curriculum. Level C. Professional Guide.
ED 140 085
K-9 Traffic Safety Resource Curriculum. Level B. Professional Guide.
ED 140 086
K-9 Traffic Safety Resource Curriculum. Level D. Professional Guide.
ED 140 087
- Riverside Historical Museum, Riverside, Ill.**
A. F. Ames, Village Schoolmaster. A Memoir.
ED 141 072
- Rural Development Service (DOA), Washington, D.C.**
Community Report Card.
ED 141 041
- Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.**
Food Preparation and Service. An Introductory Course for Food Services Careers.
ED 140 035
Food Services. Reading and Language Activities.
ED 140 064
Workshop in Providing Equal Career Opportunities.
ED 140 061
- Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.**
Model for Calculating Cost per Pupil for Secondary Vocational, General and Transfer Curricula in Comprehensive High Schools, Shared Time Vocational Schools and Full Time Vocational Schools. Final Report.
ED 139 914
- Rutgers, The State Univ., New Brunswick, N.J. Inst. of Intercultural Relations and Ethnic Studies.**
Mosaic. Hispanic Sub-Cultural Values: Similarities and Differences.
ED 141 466
- Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations.**
Resource Manual for Basic Skills in Collective Bargaining in the Public Schools.
ED 140 407
Training Resource Manual for Impasse Procedures in Public School Negotiations.
ED 140 408
Training Resource Manual on Arbitration in the Public Schools.
ED 140 409
- Rutgers, The State Univ., New Brunswick, N.J. Labor Education Center.**
Paid Educational Leave. NIE Papers in Education and Work: Number Six.
ED 140 022
- Rutgers, The State Univ., New Brunswick, N.J. Reading Center.**
9 Questions on New Jersey State Testing on Reading: Proceedings of the Spring 1975 Rutgers University Reading Conference.
ED 140 261
Language Development for the Classroom and Remedial Reading. Proceedings of the Fall 1972 Rutgers University Reading Conference.
ED 140 260
Reading and TV: Proceedings of the Spring 1972 Rutgers University Reading Conference.
ED 140 258
What to Do If They Fire: The Remedial Reading Teacher? The Special Education Teacher? The Learning Disabilities Teacher? Proceedings of the Annual Spring Reading Conference (11th, Rutgers University, April 1976).
ED 140 259
- Rutgers, The State Univ., New Brunswick, N.J. Univ. Extension Div.**
9 Questions on New Jersey State Testing on Reading: Proceedings of the Spring 1975 Rutgers University Reading Conference.
ED 140 261
Language Development for the Classroom and Remedial Reading. Proceedings of the Fall 1972 Rutgers University Reading Conference.
ED 140 260
Reading and TV: Proceedings of the Spring 1972 Rutgers University Reading Conference.
ED 140 258
What to Do If They Fire: The Remedial Reading Teacher? The Special Education Teacher? The Learning Disabilities Teacher? Proceedings of the Annual Spring Reading Conference (11th, Rutgers University, April 1976).
ED 140 259
- Saint Joseph's Coll., Philadelphia, Pa.**
Consumer-Oriented Laboratory Activities: A Manual for Secondary Science Students.
ED 141 070//
- San Jose Community Coll. District, Calif.**
Student Residence Location, College Service Areas, and Socio Economic Census Data of the San Jose Community College District. A Demographic Profile Based Upon the 1975 Special Census.
ED 140 903
- San Jose Dept. of Public Works, Calif.**
An Operator's Guide to Safe and Enjoyable Bicycling.
ED 140 063

**School of Education, Malmö (Sweden).
Dept. of Educational and Psychological
Research.**

Department of Educational and Psychological
Research, Malmö: Some Notes on Current Ac-
tivities. Bulletin No. 57, Educational and
Psychological Interactions.

ED 141 344

Explorations in Creativity.

ED 141 397

**Science Education Programme for Africa,
Accra (Ghana).**

Handbook for Teachers. Science Education
Programme for Africa.

ED 141 074

Sea World, Inc., San Diego, Calif.

Sea World Curriculum Guide. Program Theme:
Adaptations K-3.

ED 141 083

Sea World Curriculum Guide. Program Theme:
Adaptations 4-8.

ED 141 084

Sea World Curriculum Guide. Program Theme:
Behavior K-3.

ED 141 085

Sea World Curriculum Guide. Program Theme:
Behavior 4-8.

ED 141 086

Seminole Community Coll., Sanford, Fla.

The Problem With the Placement Study.

ED 140 916

**Sensors, Data, Decisions, Inc., San Diego,
Calif.**

Computerized Collective Training for Teams.

ED 140 854

**Social Science Education Consortium, Inc.,
Boulder, Colo.**

The Era of the New Social Studies.

ED 141 191

Review of Research in Social Studies Educa-
tion: 1970-1975. Bulletin 49.

ED 141 192

**Social Security Administration (DHEW),
Washington, D.C. Office of Research and
Statistics.**

Studies in Income Distribution. Estimation of
Social Security Taxes on the March Current
Population Survey. No. 4.

ED 140 057

Studies in Income Distribution. Internal Rates
of Return to Retired Worker-Only Beneficiaries
under Social Security, 1967-70. No. 5.

ED 140 058

Studies in Income Distribution. Projection of
March Current Population Survey: Population
Earnings, and Property Income, March 1972 to
March 1976. No. 1.

ED 140 056

**Society for Health and Human Values,
Philadelphia, Pa.**

Human Values in Medical Education. Annual
Oration of the Society for Health and Human
Values.

ED 141 184

**Society for Values in Higher Education,
New Haven, Conn.**

Renewing Liberal Arts Colleges. Identifying,
Planning, Implementing, and Assessing Institu-
tional Renewal. Report of the Project on the
Assessment of Institutional Renewal.

ED 140 712

**Society of Psychology and Pedagogy
(Sweden).**

Explorations in Creativity.

ED 141 397

**South Carolina State Dept. of Education,
Columbia. Div. of Instruction.**

Alternatives to School Disciplinary and Suspend-
tion Problems.

ED 140 509

**South Carolina State Dept. of Education,
Columbia. Office of Programs for the
Handicapped.**

Individually Prescribed Program of Instruction
for Pupils Who Are Orthopedically Handi-
capped.

ED 140 558

**Southeastern Library Network, Inc.,
Atlanta, Ga.**

SOLINET Annual report 1975-1976.

ED 140 828

**Southern Illinois Univ., Carbondale. Coll. of
Education.**

The Region V Conference on Competency
Based Teacher Education (Midland Hotel,
Chicago, Illinois, March 11-13, 1975). Final
Report.

ED 140 070

**Southern Illinois Univ., Carbondale. Dept.
of Agricultural Industries.**

The Influence of State and Federal Aid on the
Demand for Educational Opportunity in Ken-
tucky.

ED 140 433

**Southern Regional Education Board,
Atlanta, Ga.**

Degree Output in the South, Distribution by
Sex 1974-75.

ED 140 765

Following Up Graduates: A Measure of
Academic Effectiveness.

ED 140 684

**Southwestern Library Association,
Stillwater, Okla.**

Academic Library Instruction in the Southwest.

ED 140 778

**Southwest Regional Resource Center, Salt
Lake City, Utah.**

Special Education Delivery Alternatives:
Changes Over Time in Teacher Ratings, Self-
Image, Perceived Classroom Climate and
Academic Achievement Among Handicapped
and Nonhandicapped Children. Revised.

ED 140 565

**Southwest Research Associates,
Albuquerque, N. Mex.**

Development of a Test Instrument to Deter-
mine Language Dominance of Primary Stu-
dents: Test of Language Dominance (TOLD).

ED 141 393

**Speech Communication Association, Falls
Church, Va.**

Directory of Graduate Programs in the Speech
Communication Arts and Sciences, 1977-1978.

ED 140 374//

Springfield Public Schools, Mass.

Teaching the Patterns of Life, Unit One: Con-
sumer Education; Language Arts Program for
Low Achievers, Grade 7. Revised Edition.

ED 140 315

Stanford Univ., Calif. School of Education.

"Loose Coupling" and the School Administra-
tor; Some Recent Research Findings.

ED 140 436

**Stanford Univ., Calif. Stanford Center for
Research and Development in Teaching.**

A Field Test of Black English Tests for
Teachers.

ED 141 405

A Summary of the Recent Literature on the
Evaluation of Principals, Teachers, and Stu-
dents. Occasional Paper No. 18.

ED 141 407

Using Survey Feedback in a Small Alternative
High School. Research and Development
Memorandum No. 148.

ED 140 437

**State Univ. Construction Fund, Albany,
N.Y.**

Architectural Accessibility for the Disabled of
College Campuses.

ED 140 438

State Univ. of New York, Albany.

Earth Science Supplement to the Syllabus, Part
1, Topics 1-4, Special Edition 1970.

ED 141 137

Earth Science Supplement to the Syllabus, Part
2, Topics 5-8, 1970 Edition. 1974 Reprint.

ED 141 138

The Metric System: Ideas for Introducing the
Metric System.

ED 141 114

**State Univ. of New York, Albany. Office of
the Regents.**

The Humanities Strand of Project Search. The
Humanities Series.

ED 141 225

A Report by the Board of Regents to the
Governor and Legislature on State Student
Financial Aid Programs.

ED 140 696

**State Univ. of New York. Coll. at
Utica/Rome. Dept. of Vocational-Technical
Education.**

Supervised Student Teaching.

ED 139 910

**State Univ. of New York, Ithaca. Coll. of
Agriculture and Life Sciences at Cornell
Univ.**

Rural Development: A Pilot Project in Clinton
County, New York.

ED 141 060

**State Univ. of New York, Stony Brook.
American Historical Association Faculty
Development Program.**

Barefoot-Doctors. Occasional Paper No. 77-4.

ED 141 263

Pioneers: A Case Study of a Film Caught in the
Two Line Struggle in Literature and Art in the
People's Republic of China. Occasional Paper
No. 77-5.

ED 141 244

What Children Read in China. Occasional
Paper No. 77-6.

ED 141 243

**Syracuse Univ., N.Y. ERIC Clearinghouse
on Information Resources.**

Abstracts of Papers Presented at the April
1977 Convention of the Association for Educa-
tional Communications and Technology,
Research & Theory Division.

ED 140 842

**Temple Univ., Philadelphia, Pa.
Developmental Disabilities Center.**

Advocacy Under the Developmental Disabili-
ties Act: Summary of a Discussion Paper on
Implications of Section 113, PL 94-103.

ED 140 568

**Tennessee State Dept. of Education,
Nashville.**

A Manual for Teachers of Reading to Adults.

ED 140 034

Tennessee State Univ., Nashville.

A Manual for Teachers of Reading to Adults.

ED 140 034

Texas A and M Univ., College Station.

Texas Real Estate Research Center.
Manufactured Housing--The Modular Home in
Texas.

ED 140 491

**Texas Education Agency, Austin. Dept. of
Occupational Education and Technology.**

Course Withdrawal, Data Summary--Fall 1976.
Tex-SIS FOLLOW-UP; Postsecondary Student
Follow-up Management Information System.

ED 140 905

Student's Educational Intent, Data Summary--
Fall 1976. Tex-SIS FOLLOW-UP; Postsecondary
Student Follow-up Management Information
System. Monograph 1.

ED 140 904

**Texas Education Agency, Austin. Office of
Education for the Deaf.**

Report on the Parent-Professional Forum: Edu-
cation Day.

ED 140 552

Texas Employment Commission, Austin.

Annual Rural Manpower Services Report.
Texas Rural Manpower Services 1976 Annual
Report. MA5-79.

ED 141 057

**Texas Joint Council of Teachers of English,
Houston.**

Literature.

ED 140 319

Values in the English Classroom.

ED 140 316

Texas Univ., Austin. Center for the Study of Human Resources.

The Impact of Legal and Administrative Remedies to Overcome Discrimination in Employment. Final Report.

ED 139 919

Texas Univ., Austin. Inst. of Latin American Studies.

Problems and Prospects of Introducing Latin American Studies into the Community and Junior College Curriculum.

ED 140 924

Thornlea Secondary School, Thornhill (Ontario).

Curriculum Aid to Indian Studies. Thornlea Secondary School, Thornhill, Ontario.

ED 141 031

Toledo Univ., Ohio. Coll. of Education.

1976 Retrospect...; Proceedings of Children's Literature Institute (5th, University of Toledo, Summer, 1976).

ED 140 345

Training Services Agency, London (England).

Vocational Training. Information Bulletin. Supplement. United Kingdom.

ED 139 987

Ultrasytems, Inc., Irvine, Calif.

Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume I, Summary Volume.

ED 140 114

Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume II, Technical Volume.

ED 140 115

Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume III, Case Study Reports.

ED 140 116

Unco, Inc., Washington, D.C.

Child Day Care Management Study. Volume II-A: State Summaries (Alabama - Nebraska).

ED 140 982

Child Day Care Management Study. Volume II-B: State Summaries (Nevada - Wyoming).

ED 140 983

United Japanese Society of Hawaii, Honolulu.

A History of Japanese in Hawaii.

ED 141 197

United Nations Economic and Social Commission for Asia and the Pacific, Bangkok (Thailand).

Comparative Study of Population Growth and Agricultural Change: C - Case Study of India. Asian Population Studies Series No. 23.

ED 141 075

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Inventory of Educational Innovations in Asia. Volumes I and II.

ED 140 391

Regional Experts Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 25 February - 4 March 1974). Final Report.

ED 140 388

Second Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Tokyo, 26-31 May 1975). Final Report.

ED 140 389

Third Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 19-24 January 1976). Final Report.

ED 140 390

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Conference of Ministers of Education of African Member States Organized by Unesco with the Co-operation of OAU and ECA. (Lagos, Nigeria, 27 January-4 February 1976.) Final Report.

ED 140 493

World Trends in Environmental Education. Educational Documentation and Information: Bulletin of the International Bureau of Education, No. 200, 3rd Quarter 1976.

ED 141 179

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Methods, Materials, and Techniques.

Working Group on Information Exchange on Technical and Economic Studies Related to Educational Technology. Final Report.

ED 140 784

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

International Inst. for Educational Planning. Economie et enseignement a Madagascar. (Economy and Education in Madagascar.) Financement des systemes educatifs: etudes de cas Nationales 8.

ED 140 502

Educational Evaluation in Malaysia - Trends and Prospects. IIEP Seminar Paper 10.

ED 141 376

Les sous-prefectures de Sikensi et Dabakala, Cote-d'Ivoire. (The Regions of Sikensi and Dabakala, Ivory Coast.) Method de preparation de la carte scolaire: etudes de cas 9.

ED 140 501

Methodology for the Evaluation of Education Attainments; A Project of the IBRD and IIEP. IIEP Seminar Paper 2.

ED 141 377

The Nature of the Evaluation Process. IIEP Seminar Paper 1.

ED 141 375

The Place of Evaluation in the Tanzanian System of Education. IIEP Seminar Paper 6.

ED 141 374

Report of the African Regional Seminar on Educational Evaluation (Dar es Salaam, Tanzania, April 7-May 2, 1975).

ED 141 373

United Nations Industrial Development Organization, Vienna (Austria).

Feeding the Preschool Child: Documents Issued by PAG Ad Hoc Working Group Meetings (1969-1975).

ED 140 968

United Nations, New York, N. Y. Inst. for Training and Research.

Internal Migration. UNITAR News, Vol. 8, 1976.

ED 141 176

United Negro College Fund, Inc., New York, N.Y.

The Ways and Means: A Study of the Needs and Resources of Students Enrolled in United Negro College Fund Member Institutions. Research Report Vol. 2, No. 1.

ED 140 757

University Council for Educational**Administration, Columbus, Ohio.**

Education and Collective Bargaining. Readings in Policy and Research.

ED 140 421//

An Examination of Admission Criteria for Graduate Students in Departments of Educational Administration.

ED 140 464

Integration Through an Internship-Special Education and General Education.

ED 140 463

University of Southern Mississippi, Hattiesburg, Bureau of Educational Research.

Career Counseling and Placement. Columbia City School System, Columbia, Mississippi. Final Report.

ED 139 922

University of Western Ontario, London.

Learning Disabilities: Theory, Assessment and Remediation. A Bibliography.

ED 140 521

University System of Georgia, Atlanta.

University System of Georgia Annual Report for Fiscal Year July 1, 1975 - June 30, 1976.

ED 140 759

URS Systems Corp., Falls Church, Va. Matrix Research Div.

Accident Avoidance Skill Training and Performance Testing. Final Report.

ED 140 021

Valencia Community Coll., Orlando, Fla.

Survey of Faculty Awareness and Use of Alternative Teaching Strategies and Media Materials.

ED 140 891

Vermont State Dept. of Education, Montpelier.

Program Approval Standards and Procedures. Field Trial Edition.

ED 141 322

Veterans Administration, Washington, D.C.

Completion Rates for Education and Training under the Vietnam Era GI Bill. A Study Submitted by the Veterans' Administration to the Committee on Veterans' Affairs, United States Senate. Ninety-Fourth Congress, 2nd Session. Senate Committee Print No. 48.

ED 139 917

Virginia State Energy Office, Richmond.

Energy in the Classroom, Vol. I, Activities Guide for K-3.

ED 141 065//

Energy in the Classroom, Vol. II, Activities Guide for 4-7.

ED 141 066//

Energy in the Classroom, Vol. III, Activities Guide for 8-12.

ED 141 067//

Virginia State Reading Association.

Reading in Virginia, 1977; Volume 5.

ED 140 277

Warwick School Dept., R.I.

Marine and Environmental Studies Field Manual.

ED 141 175

Washington Research Coordinating Unit for Vocational Education, Olympia.

Course Outlines in Vocational Agriculture. Research Project.

ED 140 080

Washington State Council for Postsecondary Education, Olympia.

Higher Education Enrollments: Community Colleges, Fall, 1976. Report No. 77-11A.

ED 140 885

Summary Report, 1974-75 Unit Expenditures Study.

ED 140 879

Washington State Legislature, Olympia.**Senate.**

Statutory Requirements of Teacher Contract Laws: A Comparison of the 50 States' Continuing Contract and Teacher Tenure Laws.

ED 140 384

Washington State Library, Olympia.

Guidelines for Maximum Use of the Washington Library Network Resource Directory to Increase Its Effectiveness as a Reference and Bibliographic Tool.

ED 140 841

The Multihandicapped: A Selective Bibliography of Non-Print Materials.

ED 140 834

The Multihandicapped: A Selective Bibliography of Non-Print and Print Materials.

ED 140 835

Seattle Community Learning Center Demonstration Project. Final Report.

ED 140 849

Washington Univ., Seattle. Educational Assessment Center.

Time to Advanced Degree: A Profile of Recent Advanced Degree Recipients.

ED 140 762

Westat Research, Inc., Rockville, Md.

Anchor Test Study: School, Classroom, and Pupil Correlates of Fifth-Grade Reading Achievement.

ED 141 418

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Development and Demonstration of a Statistical Data Base System for Library and Network Planning and Evaluation. Second Quarterly Report.

ED 140 866

Development and Demonstration of a Statistical Data Base for Library and Network Planning and Evaluation. Third Quarterly Report.

ED 140 867

Western Interstate Library Coordinating Organization, Boulder, Colo.

Providing Location Information for Colorado Library Resources.

ED 140 802

Training the Trainers to Train for Interlibrary Cooperation and Networking. Final Report.

ED 140 801

Western Michigan Univ., Kalamazoo. Dept. of Geography.

Spatial Stages Development in Children and Teacher Classroom Style in Geography. International Research in Geographic Education.

ED 141 218

Western Washington State Coll., Bellingham.

Cultural Factors in Learning and Education.

ED 140 606

West Texas State Univ., Canyon.

Studies in Education.

ED 141 347

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Safety and You on the Job.

ED 140 103

West Virginia Univ., Morgantown. Agricultural Experiment Station.

Satisfaction with Community Services in Northern West Virginia. Bulletin 649, October 1976.

ED 141 062

West Virginia Univ., Morgantown. Dept. of Educational Psychology.

Compensation for Overload and Extra Contractual Services. Collective Bargaining Perspectives Volume 2, Number 5.

ED 140 711

Windham Southeast Supervisory Union, Brattleboro, Vt.

Building Needs for the Handicapped.

ED 140 535

Vocationally Oriented School Planning for the Handicapped. Kindergarten through Grade

Twelve.

ED 140 537

Wisconsin Council for the Gifted and

Talented, Inc., Wauwatosa.

Nearly . . . Everything You've Always Wanted to Know About the Gifted and Talented.

ED 140 553

Wisconsin State Dept. of Public Instruction, Madison.

Descriptors for Political Understanding: A Guide to Asking Questions about Learning Related to Political Literacy in Wisconsin Schools, K-12.

ED 141 262

Public Opinions About Education: A Statewide Poll of Wisconsin Residents.

ED 140 406

A Resource Unit in Film. Bulletin No. 7087.

ED 140 313

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Modifying Regular Vocational Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1976.

ED 140 541

Wisconsin Univ., Madison. Inst. for

Research on Poverty.

Conference on the Trend in Income Inequality in the U.S. Part I, Trends in Inequality of Well-Offness in the United States since World War II. Part 2, Conference Overview: Conceptual Issues, Data Issues, and Policy Implications

ED 141 457

Mathematical Representations of Development Theories.

ED 140 184

Queueing for Union Jobs and the Social Return to Schooling. Institute for Research on Poverty Discussion Papers. Report 360-76.

ED 139 905

Racial Stratification and Socioeconomic Change in the American North and South. Discussion Paper #377-76.

ED 141 454

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Continuation of the Dissemination/implementation of Individually Guided Education 1974-1975. Technical Report No. 402.

ED 140 847

Effectiveness of the Instruction and Research Unit and Student Achievement in IGE Schools. Technical Report No. 385. Parts I and II.

ED 141 328

Logical Operations Instruction in the Preschool. Parts 1 and 2.

ED 140 930

Resource Allocation and Time Utilization in IGE and Non-IGE Schools. Technical Paper No. 410.

ED 140 490

Wisconsin Univ., Madison, Univ. Extension.

Handbook for Commissions on the Status of Women.

ED 140 164//

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Articulation of Vocational Education Curriculum between Secondary and Post-Secondary Levels in Wisconsin. Final Report.

ED 140 077

Women's Bureau (DOL), Washington, D.C.

Commissions on the Status of Women: A Progress Report.

ED 140 178

Wood Educational Consultants, Edmonton (Alberta).

A Study of the Effects of an Altered Workweek.

ED 140 500

Woods, Gordon and Co., Toronto (Ontario).

School Facility Logistics. A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives.

ED 140 472

School Facility Logistics: A Study for Alberta Education Dealing with School Planning, Acquisition, and Funding Alternatives. Executive Summary.

ED 140 473

Wyoming Univ., Laramie.

Communication and Growth Promoting Behavior.

ED 140 377

Yale Univ., New Haven, Conn.

Yale College Freshmen: How Well Do They Write?

ED 140 753

Yale Univ., New Haven, Conn. Dept. of Psychology.

Verbal Fluency and the Language-Bound Effect.

ED 140 346

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Partisans and Provincials: The Political Milieu of State-Supported Education in Illinois, 1870-1920. Yale Higher Education Program Working Paper, YHEP-5.

ED 141 205

Political Innovation and Institution-Building: The Experience of Decentralization Experiments.

ED 141 443

Clearinghouse Number/ED Number Cross Reference Index 397

The following columns cross reference the ERIC clearinghouse number to the ERIC Document (ED) numbers for resumes published in this issue of **Resources in Education**. Readers who desire to trace documents for which they only have clearinghouse accession numbers as references may find the applicable abstracts in **Resources in Education** by referring to the cross-reference list.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

The following clearinghouse prefixes are used:

CE — Career Education
CG — Counseling and Personnel Services
CS — Reading and Communication Skills
EA — Educational Management
EC — Handicapped and Gifted Children
FL — Languages and Linguistics
HE — Higher Education
IR — Information Resources

JC — Junior Colleges
PS — Early Childhood Education
RC — Rural Education and Small Schools
SE — Science, Mathematics; and Environmental Education
SO — Social Studies/Social Science Education
SP — Teacher Education
TM — Tests, Measurement, and Evaluation
UD — Urban Education

Clearinghouse Number/ED Number Cross Reference Index

CE008640	ED139903	CE010983	ED139962	CE011262	ED140021
CE009933	ED139904	CE010984	ED139963	CE011264	ED140022
CE010014	ED139905	CE010985	ED139964	CE011273	ED140023
CE010314	ED139906	CE010986	ED139965	CE011281	ED140024
CE010316	ED139907	CE010987	ED139966	CE011294	ED140025
CE010317	ED139908	CE010988	ED139967	CE011295	ED140026
CE010692	ED139909	CE010989	ED139968	CE011297	ED140027
CE010765	ED139910	CE010990	ED139969	CE011306	ED140028
CE010777	ED139911	CE010991	ED139970	CE011308	ED140029
CE010790	ED139912	CE010992	ED139971	CE011311	ED140030
CE010792	ED139913	CE010993	ED139972	CE011314	ED140031
CE010808	ED139914	CE010994	ED139973	CE011316	ED140032
CE010814	ED139915	CE010995	ED139974	CE011321	ED140033
CE010819	ED139916	CE010996	ED139975	CE011323	ED140034
CE010831	ED139917	CE010997	ED139976	CE011326	ED140035
CE010868	ED139918	CE010998	ED139977	CE011327	ED140036
CE010874	ED139919	CE011000	ED139978	CE011328	ED140037
CE010878	ED139920	CE011001	ED139979	CE011329	ED140038
CE010884	ED139921	CE011005	ED139980	CE011331	ED140039
CE010889	ED139922	CE011009	ED139981	CE011332	ED140040
CE010895	ED139923	CE011011	ED139982	CE011333	ED140041
CE010899	ED139924	CE011023	ED139983	CE011334	ED140042
CE010910	ED139925	CE011026	ED139984	CE011335	ED140043
CE010915	ED139926	CE011045	ED139985	CE011336	ED140044
CE010918	ED139927	CE011053	ED139986	CE011337	ED140045
CE010946	ED139928	CE011054	ED139987	CE011338	ED140046
CE010947	ED139929	CE011059	ED139988	CE011339	ED140047
CE010948	ED139930	CE011061	ED139989	CE011340	ED140048
CE010949	ED139931	CE011065	ED139990	CE011341	ED140049
CE010950	ED139932	CE011066	ED139991	CE011342	ED140050
CE010951	ED139933	CE011070	ED139992	CE011343	ED140051
CE010952	ED139934	CE011073	ED139993	CE011344	ED140052
CE010953	ED139935	CE011074	ED139994	CE011345	ED140053
CE010954	ED139936	CE011077	ED139995	CE011354	ED140054
CE010955	ED139937	CE011081	ED139996	CE011355	ED140055
CE010956	ED139938	CE011083	ED139997	CE011357	ED140056
CE010957	ED139939	CE011085	ED139998	CE011360	ED140057
CE010958	ED139940	CE011089	ED139999	CE011361	ED140058
CE010959	ED139941	CE011091	ED140000	CE011374	ED140059
CE010960	ED139942	CE011093	ED140001	CE011422	ED140060
CE010961	ED139943	CE011096	ED140002	CE011426	ED140061
CE010962	ED139944	CE011098	ED140003	CE011428	ED140062
CE010963	ED139945	CE011101	ED140004	CE011431	ED140063
CE010964	ED139946	CE011103	ED140005	CE011442	ED140064
CE010965	ED139947	CE011105	ED140006	CE011448	ED140065
CE010966	ED139948	CE011106	ED140007	CE011454	ED140066
CE010967	ED139949	CE011109	ED140008	CE011456	ED140067
CE010968	ED139950	CE011111	ED140009	CE011457	ED140068
CE010969	ED139951	CE011135	ED140010	CE011458	ED140069
CE010970	ED139952	CE011140	ED140011	CE011466	ED140070
CE010972	ED139953	CE011175	ED140012	CE011479	ED140071
CE010974	ED139954	CE011176	ED140013	CE011482	ED140072
CE010975	ED139955	CE011178	ED140014	CE011487	ED140073
CE010977	ED139956	CE011179	ED140015	CE011489	ED140074
CE010978	ED139957	CE011201	ED140016	CE011496	ED140075
CE010979	ED139958	CE011250	ED140017	CE011498	ED140076
CE010980	ED139959	CE011256	ED140018	CE011500	ED140077
CE010981	ED139960	CE011257	ED140019	CE011505	ED140078
CE010982	ED139961	CE011261	ED140020	CE011510	ED140079

CE011511	ED140080	CG011458	ED140177	CS003513	ED140274
CE011515	ED140081	CG011459	ED140178	CS003514	ED140275
CE011516	ED140082	CG011460	ED140179	CS003516	ED140276
CE011519	ED140083	CG011461	ED140180	CS003518	ED140277
CE011528	ED140084	CG011554	ED140181	CS003522	ED140278
CE011529	ED140085	CG011555	ED140182	CS003523	ED140279
CE011530	ED140086	CG011556	ED140183	CS003525	ED140280
CE011531	ED140087	CG011574	ED140184	CS003529	ED140281
CE011557	ED140088	CG011734	ED140185	CS003530	ED140282
CE011558	ED140089	CG011770	ED140186	CS203198	ED140283
CE011559	ED140090	CG011794	ED140187	CS203232	ED140284
CE011560	ED140091	CG011795	ED140188	CS203354	ED140285//
CE011586	ED140092	CG011796	ED140189	CS203356	ED140286//
CE011587	ED140093	CG011797	ED140190	CS203357	ED140287//
CE011588	ED140094	CG011798	ED140191	CS203358	ED140288//
CE011589	ED140095	CG011799	ED140192	CS203362	ED140289//
CE011590	ED140096	CG011800	ED140193	CS203363	ED140290//
CE011624	ED140097	CG011801	ED140194	CS203364	ED140291//
CE011704	ED140098	CG011802	ED140195	CS203365	ED140292//
CE011707	ED140099	CG011803	ED140196	CS203378	ED140293//
CE011718	ED140100	CG011804	ED140197	CS203379	ED140294//
CE011719	ED140101	CG011805	ED140198	CS203381	ED140295//
CE011720	ED140102	CG011806	ED140199	CS203384	ED140296//
CE011721	ED140103	CG011807	ED140200	CS203389	ED140297//
		CG011808	ED140201	CS203390	ED140298
CG011321	ED140104	CG011809	ED140202	CS203391	ED140299
CG011322	ED140105	CG011810	ED140203	CS203393	ED140300//
CG011327	ED140106	CG011811	ED140204	CS203395	ED140301//
CG011356	ED140107	CG011812	ED140205	CS203396	ED140302//
CG011358	ED140108	CG011813	ED140206	CS203398	ED140303
CG011366	ED140109	CG011814	ED140207	CS203400	ED140304
CG011382	ED140110	CG011815	ED140208	CS203401	ED140305//
CG011383	ED140111	CG011816	ED140209	CS203402	ED140306//
CG011384	ED140112	CG011817	ED140210	CS203403	ED140307//
CG011385	ED140113	CG011818	ED140211	CS203404	ED140308//
CG011386	ED140114	CG011819	ED140212	CS203410	ED140309//
CG011387	ED140115			CS203411	ED140310//
CG011388	ED140116	CS003284	ED140213	CS203413	ED140311//
CG011389	ED140117	CS003331	ED140214	CS203421	ED140312
CG011390	ED140118	CS003344	ED140215//	CS203425	ED140313
CG011391	ED140119	CS003347	ED140216	CS203427	ED140314
CG011393	ED140120	CS003351	ED140217//	CS203428	ED140315
CG011394	ED140121	CS003352	ED140218//	CS203430	ED140316
CG011395	ED140122	CS003360	ED140219	CS203432	ED140317
CG011396	ED140123	CS003361	ED140220//	CS203433	ED140318
CG011397	ED140124	CS003378	ED140221	CS203435	ED140319
CG011398	ED140125	CS003379	ED140222	CS203456	ED140320
CG011399	ED140126	CS003381	ED140223	CS203457	ED140321
CG011402	ED140127	CS003384	ED140224	CS203458	ED140322
CG011403	ED140128	CS003389	ED140225	CS203459	ED140323
CG011404	ED140129	CS003395	ED140226	CS203460	ED140324
CG011405	ED140130	CS003397	ED140227	CS203461	ED140325
CG011406	ED140131	CS003405	ED140228//	CS203462	ED140326
CG011407	ED140132	CS003415	ED140229//	CS203463	ED140327
CG011408	ED140133	CS003417	ED140230//	CS203466	ED140328
CG011409	ED140134	CS003418	ED140231//	CS203467	ED140329
CG011410	ED140135	CS003423	ED140232	CS203468	ED140330
CG011411	ED140136	CS003426	ED140233//	CS203469	ED140331
CG011412	ED140137	CS003431	ED140234//	CS203470	ED140332
CG011413	ED140138	CS003432	ED140235//	CS203471	ED140333
CG011414	ED140139	CS003433	ED140236//	CS203472	ED140334//
CG011415	ED140140	CS003435	ED140237//	CS203473	ED140335//
CG011416	ED140141	CS003436	ED140238//	CS203475	ED140336//
CG011417	ED140142	CS003438	ED140239//	CS203476	ED140337//
CG011418	ED140143	CS003444	ED140240	CS203477	ED140338
CG011419	ED140144	CS003445	ED140241	CS203478	ED140339
CG011420	ED140145	CS003448	ED140242//	CS203479	ED140340
CG011421	ED140146	CS003449	ED140243//	CS203480	ED140341
CG011422	ED140147	CS003451	ED140244	CS203482	ED140342
CG011425	ED140148	CS003454	ED140245	CS203483	ED140343
CG011426	ED140149	CS003455	ED140246//	CS203494	ED140344
CG011427	ED140150	CS003456	ED140247//	CS203497	ED140345
CG011428	ED140151	CS003459	ED140248	CS203498	ED140346
CG011429	ED140152	CS003462	ED140249	CS203499	ED140347//
CG011431	ED140153	CS003463	ED140250	CS203500	ED140348
CG011432	ED140154	CS003466	ED140251//	CS203502	ED140349
CG011433	ED140155	CS003470	ED140252	CS203505	ED140350
CG011434	ED140156	CS003471	ED140253	CS203507	ED140351
CG011435	ED140157	CS003472	ED140254//	CS203508	ED140352
CG011436	ED140158	CS003475	ED140255//	CS203511	ED140353
CG011438	ED140159	CS003477	ED140256	CS203513	ED140354
CG011439	ED140160	CS003478	ED140257	CS203515	ED140355
CG011440	ED140161	CS003489	ED140258	CS203516	ED140356
CG011441	ED140162	CS003490	ED140259	CS203518	ED140357
CG011442	ED140163	CS003491	ED140260	CS501653	ED140358
CG011443	ED140164//	CS003492	ED140261	CS501656	ED140359
CG011444	ED140165	CS003493	ED140262	CS501702	ED140360
CG011445	ED140166	CS003498	ED140263	CS501715	ED140361
CG011446	ED140167	CS003499	ED140264	CS501717	ED140362
CG011447	ED140168	CS003500	ED140265	CS501718	ED140363
CG011449	ED140169	CS003501	ED140266	CS501720	ED140364
CG011450	ED140170	CS003503	ED140267	CS501721	ED140365
CG011451	ED140171	CS003505	ED140268	CS501723	ED140366
CG011452	ED140172	CS003506	ED140269	CS501724	ED140367
CG011453	ED140173	CS003508	ED140270	CS501725	ED140368
CG011454	ED140174	CS003510	ED140271	CS501726	ED140369
CG011455	ED140175	CS003511	ED140272	CS501727	ED140370
CG011456	ED140176	CS003512	ED140273	CS501732	ED140371

CS501733	ED140372	EA009635	ED140469//	EC101196	ED140566
CS501734	ED140373	EA009638	ED140470	EC101197	ED140567
CS501735	ED140374//	EA009639	ED140471	EC101198	ED140568
CS501746	ED140375	EA009640	ED140472	EC101199	ED140569
CS501753	ED140376	EA009641	ED140473	EC101205	ED140570
CS501754	ED140377	EA009642	ED140474	EC101206	ED140571
CS501755	ED140378	EA009643	ED140475	EC101207	ED140572
CS501757	ED140379	EA009645	ED140476	EC101208	ED140573
CS501764	ED140380	EA009646	ED140477	EC101209	ED140574
		EA009650	ED140478	EC101210	ED140575
EA009413	ED140381	EA009653	ED140479	EC101211	ED140576
EA009495	ED140382	EA009654	ED140480	EC101212	ED140577
EA009515	ED140383//	EA009655	ED140481	EC101213	ED140578
EA009517	ED140384	EA009656	ED140482//	EC101214	ED140579
EA009519	ED140385	EA009657	ED140483//	EC101215	ED140580
EA009520	ED140386	EA009658	ED140484//	EC101216	ED140581
EA009521	ED140387	EA009659	ED140485//	EC101217	ED140582
EA009522	ED140388	EA009660	ED140486//	EC101218	ED140583
EA009523	ED140389	EA009661	ED140487//	EC101219	ED140584
EA009524	ED140390	EA009663	ED140488//	EC101220	ED140585
EA009525	ED140391	EA009664	ED140489	EC101221	ED140586
EA009532	ED140392	EA009665	ED140490	EC101222	ED140587
EA009533	ED140393	EA009667	ED140491	EC101223	ED140588
EA009535	ED140394	EA009668	ED140492	EC101224	ED140589
EA009536	ED140395	EA009669	ED140493	EC101225	ED140590
EA009540	ED140396//	EA009670	ED140494	EC101226	ED140591
EA009541	ED140397//	EA009672	ED140495	EC101228	ED140592
EA009542	ED140398//	EA009673	ED140496	EC101229	ED140593
EA009543	ED140399//	EA009674	ED140497	EC101230	ED140594
EA009544	ED140400//	EA009676	ED140498	EC101231	ED140595
EA009552	ED140401	EA009679	ED140499	EC101232	ED140596
EA009553	ED140402	EA009682	ED140500	EC101233	ED140597
EA009554	ED140403	EA009685	ED140501	EC101234	ED140598
EA009556	ED140404	EA009687	ED140502	EC101236	ED140599
EA009560	ED140405	EA009690	ED140503	EC101237	ED140600
EA009561	ED140406	EA009694	ED140504	EC101238	ED140601
EA009562	ED140407	EA009695	ED140505		
EA009563	ED140408	EA009696	ED140506	FL007600	ED140602
EA009564	ED140409	EA009698	ED140507	FL007609	ED140603
EA009565	ED140410	EA009700	ED140508	FL007613	ED140604
EA009566	ED140411	EA009704	ED140509	FL007621	ED140605
EA009567	ED140412	EA009708	ED140510	FL007667	ED140606
EA009568	ED140413	EA009835	ED140511	FL008183	ED140607
EA009569	ED140414			FL008267	ED140608
EA009570	ED140415	EC092405	ED140512	FL008269	ED140609
EA009571	ED140416//	EC100321	ED140513	FL008532	ED140610
EA009572	ED140417	EC100851	ED140514	FL008541	ED140611
EA009573	ED140418	EC100852	ED140515	FL008585	ED140612
EA009574	ED140419	EC100853	ED140516	FL008592	ED140613
EA009575	ED140420//	EC100855	ED140517	FL008593	ED140614
EA009576	ED140421//	EC100856	ED140518	FL008594	ED140615
EA009577	ED140422//	EC100857	ED140519	FL008595	ED140616
EA009579	ED140423	EC100858	ED140520	FL008596	ED140617
EA009580	ED140424	EC100859	ED140521	FL008597	ED140618
EA009581	ED140425//	EC100860	ED140522	FL008598	ED140619
EA009583	ED140426	EC100861	ED140523	FL008599	ED140620
EA009584	ED140427	EC100862	ED140524	FL008600	ED140621
EA009585	ED140428	EC100863	ED140525	FL008601	ED140622
EA009587	ED140429//	EC100864	ED140526	FL008602	ED140623
EA009588	ED140430	EC100865	ED140527	FL008603	ED140624
EA009589	ED140431	EC100866	ED140528	FL008604	ED140625
EA009590	ED140432	EC100867	ED140529	FL008605	ED140626
EA009591	ED140433	EC100868	ED140530	FL008617	ED140627
EA009594	ED140434	EC100870	ED140531	FL008620	ED140628
EA009596	ED140435//	EC100871	ED140532	FL008621	ED140629
EA009597	ED140436	EC100872	ED140533	FL008622	ED140630
EA009598	ED140437	EC100873	ED140534	FL008623	ED140631
EA009599	ED140438	EC100874	ED140535	FL008625	ED140632
EA009600	ED140439	EC100875	ED140536	FL008626	ED140633
EA009601	ED140440	EC100876	ED140537	FL008628	ED140634
EA009602	ED140441	EC100878	ED140538//	FL008629	ED140635
EA009603	ED140442	EC101151	ED140539	FL008632	ED140636
EA009604	ED140443	EC101152	ED140540	FL008633	ED140637
EA009605	ED140444	EC101153	ED140541	FL008634	ED140638
EA009606	ED140445	EC101155	ED140542	FL008638	ED140639//
EA009607	ED140446	EC101156	ED140543	FL008639	ED140640
EA009608	ED140447//	EC101157	ED140544	FL008640	ED140641
EA009610	ED140448//	EC101158	ED140545	FL008641	ED140642
EA009612	ED140449//	EC101159	ED140546	FL008642	ED140643
EA009613	ED140450	EC101160	ED140547	FL008643	ED140644
EA009614	ED140451	EC101161	ED140548	FL008644	ED140645
EA009615	ED140452	EC101162	ED140549	FL008645	ED140646
EA009617	ED140453	EC101163	ED140550	FL008646	ED140647
EA009618	ED140454	EC101164	ED140551	FL008648	ED140648
EA009619	ED140455	EC101165	ED140552	FL008649	ED140649
EA009620	ED140456//	EC101166	ED140553	FL008650	ED140650
EA009621	ED140457//	EC101167	ED140554	FL008651	ED140651
EA009623	ED140458//	EC101168	ED140555	FL008652	ED140652
EA009624	ED140459//	EC101169	ED140556	FL008653	ED140653
EA009625	ED140460	EC101170	ED140557	FL008654	ED140654
EA009626	ED140461	EC101171	ED140558	FL008655	ED140655
EA009627	ED140462	EC101172	ED140559	FL008656	ED140656
EA009628	ED140463	EC101173	ED140560	FL008657	ED140657
EA009629	ED140464	EC101174	ED140561	FL008659	ED140658
EA009631	ED140465//	EC101175	ED140562	FL008660	ED140659
EA009632	ED140466	EC101176	ED140563	FL008662	ED140660//
EA009633	ED140467	EC101194	ED140564	FL008663	ED140661
EA009634	ED140468	EC101195	ED140565	FL008664	ED140662

FL008665	ED140663	HE009081	ED140760	IR004991	ED140857//
FL008666	ED140664	HE009082	ED140761	IR004992	ED140858
FL008667	ED140665	HE009083	ED140762	IR004994	ED140859
FL008668	ED140666	HE009084	ED140763	IR004997	ED140860
FL008669	ED140667	HE009085	ED140764	IR004998	ED140861
FL008670	ED140668	HE009088	ED140765	IR005004	ED140862
FL008671	ED140669	HE009089	ED140766	IR005013	ED140863
FL008672	ED140670	HE009091	ED140767	IR005017	ED140864
FL008673	ED140671	HE009092	ED140768	IR005018	ED140865
FL008674	ED140672	HE009094	ED140769	IR005094	ED140866
FL008675	ED140673	HE009097	ED140770	IR005095	ED140867
FL008689	ED140674//	HE009098	ED140771	IR005101	ED140868
FL008690	ED140675	HE009099	ED140772	IR005105	ED140869
FL008691	ED140676			IR005108	ED140870
FL008692	ED140677	IR004372	ED140773	IR005109	ED140871
FL008693	ED140678//	IR004721	ED140774		
FL008695	ED140679	IR004725	ED140775	JC770287	ED140872
FL008698	ED140680	IR004726	ED140776	JC770293	ED140873
		IR004767	ED140777	JC770297	ED140874
HE008812	ED140681	IR004785	ED140778	JC770315	ED140875
HE008902	ED140682	IR004804	ED140779	JC770320	ED140876
HE008904	ED140683	IR004805	ED140780	JC770321	ED140877
HE008911	ED140684	IR004809	ED140781	JC770322	ED140878
HE008940	ED140685	IR004810	ED140782	JC770323	ED140879
HE008943	ED140686	IR004812	ED140783	JC770324	ED140880
HE008944	ED140687	IR004816	ED140784	JC770325	ED140881
HE008945	ED140688	IR004817	ED140785	JC770326	ED140882
HE008946	ED140689	IR004821	ED140786	JC770327	ED140883
HE008949	ED140690	IR004828	ED140787	JC770328	ED140884
HE008950	ED140691	IR004829	ED140788	JC770329	ED140885
HE008951	ED140692	IR004830	ED140789	JC770330	ED140886
HE008952	ED140693	IR004831	ED140790	JC770331	ED140887
HE008954	ED140694	IR004832	ED140791	JC770332	ED140888
HE008968	ED140695	IR004833	ED140792	JC770333	ED140889
HE008969	ED140696	IR004836	ED140793	JC770334	ED140890
HE008971	ED140697	IR004839	ED140794	JC770335	ED140891
HE008972	ED140698	IR004840	ED140795	JC770336	ED140892
HE008978	ED140699	IR004842	ED140796	JC770337	ED140893
HE008979	ED140700	IR004846	ED140797	JC770338	ED140894
HE008984	ED140701	IR004858	ED140798	JC770339	ED140895
HE008987	ED140702	IR004865	ED140799	JC770340	ED140896
HE008988	ED140703	IR004869	ED140800	JC770341	ED140897
HE008989	ED140704	IR004870	ED140801	JC770342	ED140898
HE008990	ED140705	IR004871	ED140802	JC770343	ED140899
HE009000	ED140706	IR004872	ED140803	JC770344	ED140900
HE009008	ED140707	IR004874	ED140804	JC770345	ED140901
HE009009	ED140708	IR004876	ED140805	JC770346	ED140902
HE009011	ED140709	IR004877	ED140806	JC770348	ED140903
HE009012	ED140710	IR004878	ED140807	JC770349	ED140904
HE009013	ED140711	IR004879	ED140808	JC770350	ED140905
HE009014	ED140712	IR004887	ED140809	JC770351	ED140906
HE009015	ED140713	IR004888	ED140810	JC770352	ED140907
HE009016	ED140714	IR004892	ED140811	JC770353	ED140908
HE009017	ED140715	IR004893	ED140812	JC770354	ED140909
HE009018	ED140716	IR004899	ED140813	JC770355	ED140910
HE009019	ED140717	IR004905	ED140814	JC770356	ED140911
HE009020	ED140718	IR004906	ED140815	JC770357	ED140912
HE009021	ED140719	IR004907	ED140816	JC770358	ED140913
HE009023	ED140720	IR004914	ED140817	JC770359	ED140914
HE009024	ED140721	IR004916	ED140818	JC770360	ED140915
HE009026	ED140722	IR004918	ED140819	JC770361	ED140916
HE009027	ED140723	IR004921	ED140820	JC770362	ED140917
HE009028	ED140724	IR004923	ED140821	JC770363	ED140918
HE009029	ED140725	IR004925	ED140822	JC770364	ED140919
HE009030	ED140726	IR004926	ED140823	JC770365	ED140920
HE009031	ED140727	IR004927	ED140824	JC770366	ED140921
HE009032	ED140728	IR004928	ED140825	JC770367	ED140922
HE009033	ED140729	IR004929	ED140826	JC770368	ED140923
HE009034	ED140730	IR004930	ED140827	JC770369	ED140924
HE009036	ED140731	IR004931	ED140828	JC770370	ED140925
HE009037	ED140732//	IR004932	ED140829	JC770371	ED140926
HE009038	ED140733//	IR004933	ED140830	JC770372	ED140927
HE009039	ED140734//	IR004936	ED140831	JC770373	ED140928
HE009041	ED140735//	IR004938	ED140832	JC770374	ED140929
HE009042	ED140736//	IR004940	ED140833		
HE009043	ED140737//	IR004941	ED140834	PS009072	ED140930
HE009044	ED140738//	IR004942	ED140835	PS009105	ED140931
HE009045	ED140739//	IR004943	ED140836	PS009252	ED140932
HE009046	ED140740//	IR004944	ED140837	PS009268	ED140933
HE009047	ED140741//	IR004945	ED140838	PS009282	ED140934
HE009048	ED140742//	IR004946	ED140839	PS009291	ED140935
HE009049	ED140743//	IR004947	ED140840	PS009298	ED140936
HE009050	ED140744//	IR004948	ED140841	PS009300	ED140937
HE009051	ED140745//	IR004950	ED140842	PS009302	ED140938//
HE009053	ED140746//	IR004951	ED140843	PS009306	ED140939
HE009055	ED140747//	IR004954	ED140844	PS009310	ED140940//
HE009056	ED140748//	IR004955	ED140845	PS009311	ED140941//
HE009057	ED140749//	IR004960	ED140846	PS009312	ED140942
HE009058	ED140750//	IR004963	ED140847	PS009313	ED140943
HE009059	ED140751//	IR004967	ED140848	PS009314	ED140944
HE009065	ED140752	IR004968	ED140849	PS009315	ED140945
HE009067	ED140753	IR004970	ED140850	PS009318	ED140946
HE009068	ED140754	IR004978	ED140851	PS009319	ED140947
HE009069	ED140755	IR004981	ED140852	PS009321	ED140948
HE009070	ED140756	IR004982	ED140853	PS009322	ED140949
HE009072	ED140757	IR004983	ED140854	PS009326	ED140950
HE009075	ED140758	IR004984	ED140855	PS009329	ED140951
HE009080	ED140759	IR004987	ED140856	PS009330	ED140952

PS009332	ED140953	RC009996	ED141050	SE022669	ED141147
PS009333	ED140954	RC009997	ED141051	SE022670	ED141148
PS009335	ED140955	RC009998	ED141052	SE022671	ED141149
PS009337	ED140956	RC009999	ED141053	SE022672	ED141150
PS009338	ED140957	RC010000	ED141054	SE022673	ED141151
PS009340	ED140958	RC010001	ED141055	SE022674	ED141152
PS009342	ED140959	RC010002	ED141056	SE022675	ED141153
PS009343	ED140960	RC010003	ED141057	SE022676	ED141154
PS009344	ED140961	RC010006	ED141058	SE022677	ED141155
PS009345	ED140962	RC010012	ED141059	SE022678	ED141156
PS009346	ED140963	RC010013	ED141060	SE022679	ED141157
PS009347	ED140964	RC010015	ED141061//	SE022680	ED141158
PS009348	ED140965	RC010018	ED141062	SE022681	ED141159
PS009349	ED140966	RC010020	ED141063	SE022682	ED141160
PS009351	ED140967			SE022683	ED141161
PS009352	ED140968	SE022254	ED141064//	SE022684	ED141162
PS009354	ED140969	SE022300	ED141065//	SE022685	ED141163
PS009355	ED140970	SE022301	ED141066//	SE022686	ED141164
PS009356	ED140971	SE022302	ED141067//	SE022687	ED141165
PS009357	ED140972	SE022343	ED141068	SE022689	ED141166//
PS009358	ED140973	SE022348	ED141069	SE022692	ED141167
PS009359	ED140974	SE022404	ED141070//	SE022693	ED141168
PS009361	ED140975	SE022437	ED141071	SE022694	ED141169
PS009364	ED140976	SE022477	ED141072	SE022695	ED141170
PS009365	ED140977	SE022488	ED141073	SE022696	ED141171
PS009369	ED140978	SE022505	ED141074	SE022697	ED141172
PS009371	ED140979	SE022509	ED141075	SE022698	ED141173
PS009372	ED140980	SE022524	ED141076	SE022699	ED141174
PS009373	ED140981	SE022526	ED141077	SE022700	ED141175
PS009375	ED140982	SE022527	ED141078	SE022701	ED141176
PS009376	ED140983	SE022530	ED141079	SE022702	ED141177//
PS009378	ED140984	SE022531	ED141080	SE022707	ED141178
PS009380	ED140985	SE022539	ED141081	SE022717	ED141179
PS009382	ED140986	SE022541	ED141082	SE022718	ED141180
PS009383	ED140987	SE022543	ED141083	SE022720	ED141181
PS009386	ED140988//	SE022544	ED141084	SE022735	ED141182
PS009387	ED140989	SE022545	ED141085	SE022736	ED141183
PS009391	ED140990	SE022546	ED141086	SE022739	ED141184
PS009392	ED140991	SE022547	ED141087	SE022742	ED141185
		SE022554	ED141088	SE022747	ED141186
RC004218	ED140992	SE022560	ED141089	SE022751	ED141187
RC009887	ED140993//	SE022561	ED141090	SE022754	ED141188
RC009919	ED140994	SE022562	ED141091	SE022762	ED141189
RC009930	ED140995//	SE022566	ED141092		
RC009932	ED140996//	SE022567	ED141093	SO009606	ED141190
RC009933	ED140997//	SE022569	ED141094	SO009662	ED141191
RC009934	ED140998	SE022570	ED141095	SO009758	ED141192
RC009935	ED140999	SE022571	ED141096	SO009775	ED141193
RC009936	ED141000	SE022572	ED141097	SO009806	ED141194
RC009937	ED141001	SE022573	ED141098	SO009831	ED141195
RC009938	ED141002	SE022574	ED141099	SO009913	ED141196
RC009939	ED141003	SE022575	ED141100	SO009928	ED141197
RC009940	ED141004	SE022576	ED141101	SO009946	ED141198
RC009941	ED141005//	SE022577	ED141102	SO009975	ED141199
RC009942	ED141006	SE022578	ED141103	SO009977	ED141200
RC009943	ED141007//	SE022579	ED141104	SO009986	ED141201
RC009944	ED141008	SE022580	ED141105	SO009987	ED141202
RC009945	ED141009	SE022581	ED141106	SO009990	ED141203
RC009946	ED141010	SE022582	ED141107	SO009997	ED141204
RC009947	ED141011	SE022583	ED141108	SO010000	ED141205
RC009948	ED141012	SE022590	ED141109	SO010025	ED141206
RC009949	ED141013	SE022599	ED141110	SO010035	ED141207
RC009950	ED141014	SE022603	ED141111	SO010038	ED141208
RC009951	ED141015	SE022609	ED141112	SO010039	ED141209
RC009952	ED141016	SE022611	ED141113	SO010040	ED141210
RC009953	ED141017	SE022613	ED141114	SO010041	ED141211
RC009954	ED141018	SE022614	ED141115	SO010042	ED141212
RC009955	ED141019	SE022619	ED141116	SO010047	ED141213
RC009956	ED141020	SE022621	ED141117	SO010048	ED141214
RC009957	ED141021	SE022622	ED141118	SO010050	ED141215
RC009958	ED141022	SE022624	ED141119	SO010052	ED141216
RC009959	ED141023	SE022625	ED141120	SO010053	ED141217
RC009960	ED141024	SE022626	ED141121	SO010056	ED141218
RC009961	ED141025	SE022627	ED141122	SO010057	ED141219
RC009962	ED141026	SE022628	ED141123	SO010060	ED141220
RC009963	ED141027	SE022629	ED141124	SO010061	ED141221
RC009973	ED141028	SE022630	ED141125	SO010062	ED141222
RC009974	ED141029//	SE022631	ED141126	SO010063	ED141223
RC009975	ED141030	SE022632	ED141127	SO010071	ED141224
RC009976	ED141031	SE022633	ED141128//	SO010079	ED141225
RC009977	ED141032	SE022634	ED141129	SO010080	ED141226
RC009978	ED141033	SE022635	ED141130	SO010084	ED141227
RC009979	ED141034	SE022636	ED141131	SO010087	ED141228
RC009980	ED141035	SE022640	ED141132	SO010091	ED141229
RC009981	ED141036	SE022641	ED141133	SO010092	ED141230
RC009983	ED141037	SE022642	ED141134	SO010101	ED141231
RC009984	ED141038	SE022646	ED141135	SO010106	ED141232
RC009985	ED141039	SE022647	ED141136	SO010107	ED141233
RC009986	ED141040	SE022648	ED141137	SO010109	ED141234
RC009987	ED141041	SE022649	ED141138	SO010110	ED141235
RC009988	ED141042	SE022653	ED141139	SO010112	ED141236//
RC009989	ED141043	SE022662	ED141140	SO010115	ED141237
RC009990	ED141044	SE022663	ED141141	SO010116	ED141238
RC009991	ED141045	SE022664	ED141142	SO010117	ED141239
RC009992	ED141046	SE022665	ED141143	SO010118	ED141240
RC009993	ED141047	SE022666	ED141144	SO010120	ED141241
RC009994	ED141048	SE022667	ED141145	SO010121	ED141242
RC009995	ED141049	SE022668	ED141146	SO010124	ED141243

SO010125	ED141244	SP011206	ED141327	TM006369	ED141406
SO010129	ED141245	SP011207	ED141328	TM006370	ED141407
SO010130	ED141246	SP011208	ED141329	TM006371	ED141408
SO010132	ED141247	SP011209	ED141330	TM006374	ED141409
SO010133	ED141248	SP011211	ED141331	TM006376	ED141410
SO010134	ED141249	SP011212	ED141332	TM006383	ED141411
SO010135	ED141250	SP011213	ED141333//	TM006384	ED141412
SO010136	ED141251	SP011215	ED141334//	TM006393	ED141413
SO010137	ED141252	SP011216	ED141335//	TM006395	ED141414
SO010138	ED141253	SP011217	ED141336//	TM006405	ED141415
SO010139	ED141254	SP011218	ED141337	TM006406	ED141416
SO010140	ED141255	SP011220	ED141338	TM006414	ED141417
SO010142	ED141256	SP011222	ED141339	TM006415	ED141418
SO010143	ED141257	SP011225	ED141340	TM006416	ED141419
SO010144	ED141258	SP011226	ED141341	TM006418	ED141420
SO010149	ED141259	SP011230	ED141342	UD016687	ED141421
SO010150	ED141260	SP011231	ED141343//	UD016794	ED141422
SO010151	ED141261	SP011233	ED141344	UD016899	ED141423
SO010153	ED141262	SP011234	ED141345	UD016918	ED141424
SO010160	ED141263	SP011235	ED141346	UD016919	ED141425
		SP011238	ED141347	UD016920	ED141426
SP010752	ED141264	SP011239	ED141348	UD016921	ED141427
SP010917	ED141265	SP011241	ED141349	UD016922	ED141428
SP010939	ED141266	SP011242	ED141350	UD016923	ED141429
SP011015	ED141267//	SP011243	ED141351	UD016924	ED141430
SP011079	ED141268//	SP011244	ED141352	UD016925	ED141431
SP011098	ED141269	SP011245	ED141353	UD016926	ED141432
SP011099	ED141270	SP011246	ED141354	UD016927	ED141433
SP011100	ED141271	SP011247	ED141355	UD016928	ED141434
SP011101	ED141272	SP011251	ED141356	UD016929	ED141435
SP011102	ED141273	SP011252	ED141357	UD016952	ED141436
SP011103	ED141274	SP011253	ED141358	UD016986	ED141437
SP011104	ED141275//	SP011254	ED141359	UD017015	ED141438
SP011108	ED141276	SP011255	ED141360	UD017028	ED141439
SP011115	ED141277	SP011256	ED141361	UD017034	ED141440
SP011117	ED141278	SP011257	ED141362	UD017039	ED141441
SP011126	ED141279//	SP011258	ED141363	UD017040	ED141442
SP011127	ED141280//	SP011259	ED141364//	UD017044	ED141443
SP011128	ED141281//	SP011260	ED141365	UD017047	ED141444
SP011129	ED141282//	SP011261	ED141366	UD017048	ED141445
SP011130	ED141283//	SP011262	ED141367	UD017049	ED141446
SP011131	ED141284//	SP011263	ED141368	UD017053	ED141447
SP011132	ED141285//	SP011264	ED141369	UD017054	ED141448//
SP011133	ED141286//			UD017055	ED141449
SP011134	ED141287//			UD017059	ED141450
SP011135	ED141288//			UD017060	ED141451
SP011136	ED141289//	TM005380	ED141370	UD017061	ED141452
SP011137	ED141290	TM005773	ED141371	UD017064	ED141453
SP011138	ED141291	TM005932	ED141372	UD017067	ED141454
SP011139	ED141292	TM006003	ED141373	UD017068	ED141455
SP011140	ED141293	TM006004	ED141374	UD017069	ED141456
SP011141	ED141294	TM006005	ED141375	UD017070	ED141457
SP011143	ED141295	TM006006	ED141376	UD017073	ED141458
SP011145	ED141296	TM006007	ED141377	UD017077	ED141459
SP011146	ED141297	TM006037	ED141378	UD017082	ED141460
SP011148	ED141298	TM006105	ED141379	UD017084	ED141461
SP011149	ED141299	TM006110	ED141380	UD017085	ED141462
SP011150	ED141300	TM006207	ED141381	UD017086	ED141463
SP011151	ED141301	TM006267	ED141382	UD017087	ED141464
SP011152	ED141302	TM006270	ED141383	UD017090	ED141465
SP011153	ED141303	TM006272	ED141384	UD017100	ED141466
SP011155	ED141304	TM006314	ED141385	UD017101	ED141467
SP011156	ED141305	TM006317	ED141386	UD017102	ED141468
SP011157	ED141306	TM006330	ED141387	UD017103	ED141469
SP011158	ED141307	TM006332	ED141388	UD017105	ED141470
SP011159	ED141308	TM006333	ED141389	UD017106	ED141471
SP011160	ED141309	TM006336	ED141390	UD017107	ED141472
SP011161	ED141310	TM006339	ED141391	UD017110	ED141473
SP011162	ED141311	TM006340	ED141392	UD017116	ED141474
SP011163	ED141312	TM006341	ED141393	UD017122	ED141475
SP011175	ED141313	TM006343	ED141394	UD017123	ED141476
SP011176	ED141314	TM006344	ED141395	UD017124	ED141477
SP011178	ED141315	TM006345	ED141396	UD017125	ED141478
SP011179	ED141316	TM006351	ED141397	UD017128	ED141479
SP011180	ED141317	TM006357	ED141398	UD017130	ED141480
SP011182	ED141318	TM006358	ED141399	UD017133	ED141481
SP011183	ED141319	TM006360	ED141400	UD017146	ED141482
SP011184	ED141320	TM006362	ED141401//	UD017147	ED141483
SP011185	ED141321	TM006363	ED141402//	UD017148	ED141484
SP011186	ED141322	TM006364	ED141403//	UD017149	ED141485
SP011187	ED141323	TM006365	ED141404	UD017150	ED141486
SP011188	ED141324	TM006368	ED141405	UD017151	ED141487
SP011193	ED141325//			UD017152	ED141488
SP011203	ED141326			UD017153	ED141489
				UD017154	ED141490
				UD017155	ED141491
				UD017156	ED141492

NEW THESAURUS TERMS

The following terms have been added to the ERIC System since the publication of the sixth edition of the *Thesaurus of ERIC Descriptors* (Fall 1975):

Achievement Factors

USE ACHIEVEMENT

Adaptability (Personality)

USE ADJUSTMENT (TO ENVIRONMENT)

ADVANCE ORGANIZERS Mar. 1977

SN Preview questions and comments used to increase learners' comprehension and recall.

ADVENTITIOUSLY HANDICAPPED

Sep. 1975

SN Handicapped as a result of illness or injury during the developmental or adult periods.

AFFIRMATIVE ACTION

Nov. 1975

SN Positive action taken to overcome underrepresentation of women and minority groups in employment (including career advancement programs) and in the makeup of post-secondary student bodies, as compared to the composition of the area population.

African American Studies (Del Jul77)

USE BLACK STUDIES

ALASKA NATIVES

Mar. 1976

SN Peoples indigenous to Alaska (Alaska's American Indians, Aleuts, and Eskimos).

ANDROGYNY

Mar. 1977

SN Integration of male and female characteristics (roles, behaviors, personality traits, biological traits, etc.).

Animal Life

USE ZOOLOGY

Anti Black

USE RACIAL DISCRIMINATION

Art Galleries

USE ARTS CENTERS

ART THERAPY

Jun. 1977

SN The therapeutic use of art forms (painting, sculpturing, drawing, etc.) in achieving self-expression and emotional release, usually in a context of remediation or rehabilitation.

ASSERTIVENESS

Mar. 1977

SN Frank, honest, and direct expression of one's feelings or opinions, both positive and negative.

UF Assertive Training

Assertiveness Training

USE ASSERTIVENESS

ATHAPASCAN LANGUAGES

Sep. 1975

UF Athabascan Languages

Attitude Change

USE CHANGING ATTITUDES

ATTRIBUTION THEORY

Oct. 1976

SN Theory focusing on specific behavior as caused by the subject's attributions to the perceived causes of such behavior.

UF Causal Attributions

ATTRITION (RESEARCH STUDIES)

Jun. 1977

SN Reduction in size of the sample population during the period of time covered by a longitudinal study.

AUTEURISM

May 1976

SN The consideration of films as embodiments of the personalities of film directors.

Baccalaureate Degrees

USE BACHELORS DEGREES

BAKERY INDUSTRY

Jun. 1977

SN Concerned with producing and marketing baked goods (e.g., breads, cakes).

UF Bakeries

Bicultural Training

USE CROSS CULTURAL TRAINING

Birth Defects

USE ANOMALIES

Black White Relations

USE RACE RELATIONS

BLACKS

Jul. 1977

UF American Negroes
Black Americans

BLACK STUDIES

Jul. 1977

UF Afro American Studies
Negro Studies

Brain Damage

USE NEUROLOGICAL DEFECTS

BUILDING SYSTEMS

Dec. 1976

SN Assemblies of building subsystems and components (structural and mechanical), with instructions for putting them together; normally these components are mass-produced and used for specific generic projects in building construction.

CAREER EXPLORATION

Sep. 1975

SN Investigating occupational interest areas often through real or simulated job experience-frequently refers to the second phase of career education appropriate for grades 6 through 10.

CHARACTERIZATION

Jul. 1977

SN The creation and convincing representation of human characters or personalities as in fiction or drama.

UF Character Portrayal

Characterization (Literature) (Del Jul77)

USE CHARACTERIZATION

CHILDRENS ART

Jun. 1977

SN The process and/or the results of children's production of art objects or artifacts.

CHILDRENS TELEVISION

Dec. 1976

SN Television programing designed for or aimed at children's interests.

Cigarette Smoking

USE SMOKING

Cinema

USE FILMS

Cinema Study

USE FILM STUDY

Classroom Activities

USE CLASS ACTIVITIES

COGNITIVE STYLE

Oct. 1976

SN Information processing habits which represent the learner's typical modes of perceiving, thinking, remembering, and problem solving.

UF Learning Style

COHORT ANALYSIS

Dec. 1976

SN Group by group analytic treatment of individuals having a statistical factor in common to each group-group members share a particular characteristic (e.g., born, married, etc. within a given year) or a common experience (e.g., entering a particular training phase at a given time).

Collected Readings

USE ANTHOLOGIES

Collective Negotiation (Del Jul77)

USE COLLECTIVE BARGAINING

COLLEGE GOVERNING COUNCILS

Dec. 1976
SN Organizations of representatives of faculty, and sometimes administrators and students, that consider administrative, academic, or operational policies of the institution.

UF Academic Senates
 Faculty Councils
 Faculty Senates
 University Councils
 University Senates

Colloquiums (Meetings)
USE MEETINGS

Communal Living
USE COLLECTIVE SETTLEMENTS AND GROUP EXPERIENCE

COMMUNICATIVE COMPETENCE (LANGUAGES) **Jul. 1976**
SN The ability to converse or correspond with a native speaker of the target language in a real-life situation, with emphasis on communication of ideas rather than on correctness of language form.

Community Centers
USE NEIGHBORHOOD CENTERS

Community Health Workers
USE COMMUNITY HEALTH SERVICES AND HEALTH PERSONNEL

Competencies
USE SKILLS

Component Building Systems (Del Dec76)
USE BUILDING SYSTEMS

CONGENITALLY HANDICAPPED **Sep. 1975**
SN Handicapped at birth.

CONSUMER PROTECTION **Dec. 1975**
SN Methods or processes intended to prevent the sale of unsafe or deceptively presented goods or services, or to assist the consumer to make informed decisions regarding purchase of goods or services.

Contemporary History
USE MODERN HISTORY

CONTINUING EDUCATION UNITS **Feb. 1976**
SN Uniform units of measurement reflecting participation (one unit equals ten contact hours) in organized continuing (noncredit) education programs under responsible sponsorship, capable direction, and qualified instruction--designed to provide a national standard for recognition of adult participation in post-degree and non-degree education programs.

UF CEU

Continuing Professional Education
USE PROFESSIONAL CONTINUING EDUCATION

Counseling Centers (Del Jul77)
USE GUIDANCE CENTERS

Counselor Functions (Del Jul77)
USE COUNSELOR ROLE

County Government
USE LOCAL GOVERNMENT

Culturally Deprived Children
USE CULTURALLY DISADVANTAGED (AND) DISADVANTAGED YOUTH

DECLINING ENROLLMENT **Dec. 1976**
SN Diminishing numbers of students in educational institutions.

DELAY OF GRATIFICATION **Oct. 1976**
SN The self-imposed delay of reinforcement or voluntary deferment of reward.

DEVELOPMENTAL DISABILITIES **Jun. 1977**
SN Disabilities resulting from mental retardation, cerebral palsy, epilepsy, autism, or other neurological conditions found to be closely related to mental retardation, which originate before age 18 and are considered substantial handicaps to normal functioning (paraphrase from "Developmentally Disabled Assistance and Bill of Rights Act of 1975").

DEVELOPMENTAL STAGES **Oct. 1976**
SN Natural or common divisions of the human developmental process, characterized by types of behavior (as in the oral stage), by biological properties or manifestations (as in the embryonic stage), or by mental processes (as in Piaget's "Concrete Operations" stage).

UF Stages of Development
 Stage Theory

DISCOGRAPHIES **Feb. 1976**
SN Organized lists of phonograph records.

UF Phonograph Record Lists

DIVORCE **Feb. 1976**
SN The legal dissolution of a marriage.

DOCTOR OF ARTS DEGREES **Mar. 1976**
SN Degrees emphasizing broad subject-matter competence and teaching skills and designed for students entering careers as college teachers.

DOMINICANS **Sep. 1975**
SN Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

Dormitory Living
USE DORMITORIES AND GROUP EXPERIENCE

Educational Equality (Del Dec76)
USE EQUAL EDUCATION

EDUCATIONAL GERONTOLOGY **Jul. 1976**
SN Study and practice of educational endeavors for and about the aged and aging, and preparation of persons to work with these groups.

Educational Guidance (Del Jul77)
USE EDUCATIONAL COUNSELING

ELECTIVE COURSES **Jun. 1977**
SN Courses from which students may select on the basis of personal preference.

UF Optional Courses

Elective Subjects (Del Jun77)
USE ELECTIVE COURSES

Emotional Needs
USE PSYCHOLOGICAL NEEDS

Employee Fringe Benefits
USE FRINGE BENEFITS

Enlisted Men (Del May76)
USE ENLISTED PERSONNEL

ENLISTED PERSONNEL **May 1976**

Enlisted Women
USE ENLISTED PERSONNEL

Equity (Impartiality)
USE JUSTICE

ERROR ANALYSIS (LANGUAGE) **Mar. 1977**
SN In language teaching and testing, a technique of measuring progress and of devising teaching methods by recording and classifying the mistakes made by students; in linguistics, the observation of errors in the speech process as a means of understanding the phonological and semantic components of language, interactional processes, and speakers' discourse strategies.

ESKIMO ALEUT LANGUAGES **Sep. 1975**
UF Aleut

Ethnic Heritage
USE CULTURAL BACKGROUND

Exemplary Programs
USE DEMONSTRATION PROGRAMS

Exemplary Projects
USE DEMONSTRATION PROJECTS

EXPERIMENTER CHARACTERISTICS **May 1976**
SN Distinguishing traits or qualities of an experimenter which may influence experimental results.

EXTENDED FAMILY **Jun. 1977**
SN A form of family organization consisting of blood relatives and their several nuclear family units.

Facility Design
USE FACILITY GUIDELINES

Facility Advancement
USE FACULTY PROMOTION

Faculty Load
USE FACULTY WORKLOAD

FACULTY WORKLOAD

Oct. 1976

SN The sum of all activities which take the time of the teacher or other faculty member and which are related either directly or indirectly to professional duties, responsibilities, and interests (Note: Prior to Oct. 1976, the instruction "Faculty Load, use Teaching Load" was carried in the Thesaurus).

FASHION INDUSTRY

Jun. 1977

SN Concerned with the design, production, and marketing of clothing.

UF Apparel Industry
Clothing Industry
Garment Industry

Fashions (Clothing)

USE CLOTHING

Father Role

USE FATHERS AND PARENT ROLE

Female Role

USE FEMALES AND SEX ROLE

FIELD HOCKEY

Dec. 1975

Film Auteursim

USE AUTEURISM

FILM CRITICISM

May 1976

SN Act and art of analyzing and judging the quality of films.

FILM INDUSTRY

Jun. 1977

FILMOGRAPHIES

May 1976

SN Lists of films, sometimes including other media and/or commentary.

UF Film Lists

Folklore

USE FOLK CULTURE

FOOTBALL

Dec. 1975

Foreign Relations (Del Jul76)

USE INTERNATIONAL RELATIONS

Foster Parents

USE FOSTER FAMILY

Free Translation

USE TRANSLATION

Freedom of the Press

USE FREEDOM OF SPEECH

General Semantics

USE SEMANTICS

GERONTOLOGY

Jul. 1976

SN Scientific study of aging and problems of the aged.

GRADUATE MEDICAL EDUCATION

Jul. 1976

SN Medical education beyond the undergraduate medical school and the attainment of the professional degree, leading to eligibility for certification in a specialty.

UF Internships (Medical)
Residency Programs (Medical)

GRADUATE MEDICAL STUDENTS

Jul. 1976

SN Graduates of medical schools with professional degrees preparing for certification as specialists.

UF Fellows (Medical)
Interns (Medical)
Physicians in Training
Residents (Medical)

Group Living (Del Jul77)

USE GROUP EXPERIENCE

Guidance Facilities (Del Jul77)

USE GUIDANCE CENTERS

HAWAIIANS

Mar. 1976

SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Hawaiian Islands.

Health Sciences Libraries

USE MEDICAL LIBRARIES

HEAT RECOVERY

Oct. 1976

SN Transfer of excess heat generated by people, lighting, equipment, and other sources into either heating or cooling systems as required.

HYPERTENSION

Nov. 1975

UF High Blood Pressure

ILLEGAL IMMIGRANTS

Mar. 1976

SN Aliens who are illegally resident in a foreign country, having overstayed their authorized period of stay or having entered that country by unlawful or unauthorized means.

UF Alien Illegality
Illegal Aliens
Immigrant Illegality

INCOME CONTINGENT LOANS

Jul. 1976

SN Loans for which repayment is based on a percentage of future annual income.

UF Deferred Tuition
Tuition Postponement

Independent Colleges

USE PRIVATE COLLEGES

Independent Schools

USE PRIVATE SCHOOLS

INDOCHINESE

Mar. 1976

UF Cambodian Americans
Laotian Americans
Vietnamese Americans

INFLATION (ECONOMICS)

Jul. 1977

SN Disproportionate increase in the quantity of money or credit, or both, relative to goods and services available for purchase.

INFORMAL ASSESSMENT

Jun. 1977

SN Appraisal of individual's status or growth by means other than standardized instruments.

Information Processes (Psychological)

USE COGNITIVE PROCESSES

Institutionalized (Persons) (Del May76)

USE INSTITUTIONALIZED PERSONS

INSTITUTIONALIZED PERSONS

May 1976

INSTRUCTIONAL STUDENT COSTS

Dec. 1975

SN Costs incurred by students for formal instruction--includes tuition, laboratory fees, and other fees paid by students specifically for instructional purposes.

INTERNATIONAL EDUCATIONAL EXCHANGE

Jul. 1976

SN Exchange among nations of instructional materials, techniques, students, teachers, and technicians for purposes of sharing knowledge and furthering international understanding.

INTERNATIONAL RELATIONS

Jul. 1976

SN Relations among political units of national rank--also, a field of study (often considered as a branch of political science) dealing primarily with foreign policies, the organization and function of governmental agencies concerned with foreign policy, and the factors (as geography and economics) underlying foreign policy.

INTERNATIONAL STUDIES

Jul. 1976

SN Multidisciplinary field of inquiry concerned with analyzing social phenomena that occur within, between, and transcending nationally organized politics--commonly identified subfields are "international politics," "foreign policy," "international law," "international organization," "international economics," and "comparative area studies."

JOB ENRICHMENT

Feb. 1976

SN Reshaping of work and work flow to produce more meaningful job content.

UF Work Enrichment

JOB SEARCH METHODS

Dec. 1976

SN Procedures preceding job application whereby employment opportunities are determined.

JOURNALISM EDUCATION

Mar. 1977

SN Preparing students to pursue careers or work in journalism as writers, reporters, broadcasters, technicians, and teachers.

LABELING (OF PERSONS)

Sep. 1975

SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an individual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.

Language Acquisition

USE LANGUAGE DEVELOPMENT

LANGUAGE ATTITUDES

Mar. 1976

SN Reactions, beliefs, or values about language and language use.

LANGUAGE OF INSTRUCTION

Mar. 1976

SN Language in which curriculum subjects are presented.

UF Instructional Language

Medium of Instruction (Language)
Teaching Language

Law Instruction (Del Jun77)

USE LEGAL EDUCATION

LEARNING MODULES

Oct. 1976

SN Packets of teaching materials, each consisting of behavioral objectives, a rationale for the behavior, a sequence of learning activities, and provisions for evaluation, with provisions for remediation generally included.

UF Learning Kits

Learning Packages

Modular Learning

LEGAL ASSISTANTS

Dec. 1976

SN Trained paraprofessionals who, under a lawyer's supervision or on legal authorization, perform certain legal activities traditionally carried out only by lawyers.

UF Paralegals

LEGAL EDUCATION

Jun. 1977

SN Learning activities, at any educational level, concerned with law and legal systems.

Legal Education (Professional)

USE LEGAL EDUCATION AND PROFESSIONAL EDUCATION

Legal Services

USE LEGAL AID

LIBRARY ADMINISTRATION

Sep. 1975

UF Library Management

LIFE CYCLE COSTING

Oct. 1976

SN Calculation of initial facility or equipment costs, plus operation and maintenance expenses (including energy and replacement costs) for life expectancy of the facility or equipment.

UF Life Costs (Facilities and Equipment)

LIFETIME SPORTS

Dec. 1975

SN Sports where participation can be carried on throughout one's lifetime--generally includes (but is not necessarily limited to) a variety of individual and dual sports for which facilities are widely available, and body contact is limited or unnecessary.

LINGUISTIC BORROWING

Oct. 1976

SN Process whereby one language absorbs words and expressions, and possibly sounds and grammatical forms, from another language and adapts them to its own use.

UF Loan Words

Phonological Borrowing

Syntactic Borrowing

Word Borrowing

Linguistic Research

USE LANGUAGE RESEARCH

Linguistic Styles

USE LANGUAGE STYLES

Local Community Programs

USE COMMUNITY PROGRAMS

LOW VISION AIDS

Jun. 1977

SN Lenses or devices other than conventional eyeglasses used to improve visual functioning in the partially sighted.

Mainstreaming

USE REGULAR CLASS PLACEMENT

Male Role

USE MALES AND SEX ROLE

MASTERY LEARNING

Dec. 1976

SN Strategy characterized by: the definition of learning objectives and expected achievement level; a design that permits as many students as possible to achieve objectives to specified level; and the assignment of grades based on achievement of objectives at specified level.

MASTERY TESTS

Dec. 1976

SN Tests used to place individuals into two distinct groups: those who have clearly reached a predetermined standard of competency and those who have not.

MATE SELECTION

Mar. 1977

SN Process of choosing a partner for marriage or cohabitation.

Mechanical Drawing

USE ENGINEERING DRAWING

MEDICAL CARE EVALUATION

Dec. 1976

SN Measurement of the quality of health care.

UF Health Care Evaluation

Medical Audit

Patient Care Evaluation

Minicourses

USE SHORT COURSES

MODELING (PSYCHOLOGICAL)

Jun. 1977

SN Psychological event in which salient characteristics of an agent or model are acquired by an observer.

Mother Role

USE MOTHERS AND PARENT ROLE

Multicultural Training

USE CROSS CULTURAL TRAINING

Multietnic Training

USE CROSS CULTURAL TRAINING

MUSIC THERAPY

Jun. 1977

SN The therapeutic use of musical forms (concerts, music appreciation sessions, group singing, individual performance, etc.) in achieving self-awareness, self-esteem, and emotional release, usually in a context of remediation or rehabilitation.

NEEDS ASSESSMENT

Feb. 1976

SN Evaluative process of determining needs and deciding on priorities among them.

NEGLECTED CHILDREN

Jun. 1977

SN Children whose parents or caretakers have failed to provide the care essential for normal development.

UF Child Neglect

Negro Achievement (Del Jul77)

USE BLACK ACHIEVEMENT

Negro Attitudes (Del Jul77)

USE BLACK ATTITUDES

Negro Businesses (Del Jul77)

USE BLACK BUSINESSES

Negro Colleges (Del Jul77)

USE BLACK COLLEGES

Negro Culture (Del Jul77)

USE BLACK CULTURE

Negro Dialects (Del Jul77)

USE BLACK DIALECTS

Negro Education (Del Jul77)

USE BLACK EDUCATION

Negro Employment (Del Jul77)

USE BLACK EMPLOYMENT

Negro History (Del Jul77)

USE BLACK HISTORY

Negro Housing (Del Jul77)

USE BLACK HOUSING

Negro Institutions (Del Jul77)

USE BLACK INSTITUTIONS

Negro Leadership (Del Jul77)

USE BLACK LEADERSHIP

Negro Literature (Del Jul77)

USE BLACK LITERATURE

Negro Mothers (Del Jul77)

USE BLACK MOTHERS

Negro Organizations (Del Jul77)

USE BLACK ORGANIZATIONS

Negro Population Trends (Del Jul77)

USE BLACK POPULATION TRENDS

Negro Role (Del Jul77)

USE BLACK ROLE

Negro Stereotypes (Del Jul77)

USE BLACK STEREOTYPES

Negro Students (Del Jul77)

USE BLACK STUDENTS

Negro Teachers (Del Jul77)

USE BLACK TEACHERS

Negro Youth (Del Jul77)

USE BLACK YOUTH

Negroes (Del Jul77)

USE BLACKS

NEONATES Jun. 1977

SN Newborn children, less than 1 month old.

UF Newborn Infants

NEWS WRITING Jun. 1977

SN Writing about events and activities for dissemination through newspapers, news broadcasts, or the news services.

Nonbook Materials

USE AUDIOVISUAL AIDS

NONINSTRUCTIONAL STUDENT COSTS

Dec. 1975

SN Costs met by students that are not instructional costs (tuition, etc.) but are necessary in the pursuit of an education--includes room and board, transportation expenses, book costs, personal expenses, forgone income, etc.

Nonprint Materials

USE AUDIOVISUAL AIDS

Nonprint Media

USE AUDIOVISUAL AIDS

NONTRADITIONAL STUDENTS Jun. 1977

SN Adults beyond traditional college age (beyond the middle twenties), ethnic minorities, women with dependent children, low achievers, and other special groups who have historically been underrepresented in higher education.

NUCLEAR FAMILY Jun. 1977

SN A family group consisting of father, mother, and children.

Occupational Exploration

USE CAREER EXPLORATION

Oral Communication (Del Jul77)

USE SPEECH COMMUNICATION

ORAL COMMUNICATION METHOD

Jul. 1977

SN The use of vocal communication (lipreading and talking), as opposed to manual communication (sign language or finger spelling), in teaching the aurally handicapped.

Oral Expression (Del Jul77)

USE SPEECH COMMUNICATION

ORAL HISTORY

Feb. 1976

SN History via recordings and transcripts of speech.

Ornamental Horticulture Occupation (Del May76)

USE ORNAMENTAL HORTICULTURE OCCUPATIONS

ORNAMENTAL HORTICULTURE OCCUPATIONS May 1976**PARAPROFESSIONAL PERSONNEL**

Feb. 1976

SN Persons engaged to work with professionals in secondary or supplementary capacities.

PEER EVALUATION Dec. 1976

SN Evaluation by one's peers.

UF Peer Review

PERINATAL INFLUENCES Sep. 1975

SN Factors occurring at the time of birth and affecting the physical or mental development of an individual.

Personalized Instruction

USE INDIVIDUALIZED INSTRUCTION

PHARMACY Dec. 1976

SN The art or practice of preparing, preserving, compounding, and dispensing drugs.

Plant Life

USE BOTANY

Plays (Theatrical)

USE DRAMA

Population Movements

USE MIGRATION

Population Shifts

USE MIGRATION

PORTUGUESE AMERICANS Mar. 1976**POST SECONDARY EDUCATION AS A FIELD OF STUDY** Jul. 1977

SN The formal examination or study, leading to a degree, of Post Secondary Education.

UF Higher Education as a Field of Study

PRETEND PLAY May 1976

SN A form of play behavior characterized by activities involving familiar and well-practiced behaviors detached from their customary context.

UF Fantasy Play
Make Believe Play**PROGRAM VALIDATION** Mar. 1977

SN Demonstration of the worth of a program in attaining its objectives, including verification of claims made for it by its sponsors (Note: Use "Program Evaluation" if validity of program is yet to be substantiated by impartial evaluator).

UF Validated Programs

PROSOCIAL BEHAVIOR May 1976

SN Socially valued or positive social actions which are generally supportive of others within the existing social system.

Prosodic Features (Speech)

USE SUPRASEGMENTALS

Prosody (Literary)

USE VERSIFICATION

RAPE Sep. 1975

UF Statutory Rape

READABILITY FORMULAS Mar. 1977

SN Devices, indexes, or methods for determining the level of difficulty of written material based on the vocabulary, sentence length and structure, and other factors.

READING RATE Jul. 1977**Reading Speed (Del Jul77)**

USE READING RATE

Readings (Collections)

USE ANTHOLOGIES

REDUCTION IN FORCE Mar. 1977

SN Reduction in the total number of people employed by an organization--includes such methods as laying off personnel, creating early retirement options, transferring personnel, and not filling openings created through normal staff attrition (Note: Prior to Mar77, the instruction "Reduction in Force," use "Job Layoff" was carried in the Thesaurus).

Resegregated Schools

USE SCHOOL SEGREGATION

REVERSE DISCRIMINATION Dec. 1976

SN Preferential treatment of groups of people who had previously been discriminated against, to the exclusion of other groups.

RURAL TO URBAN MIGRATION

Oct. 1976

SN Population movement from rural areas to urban areas for purpose of relocation.

SAMOAN AMERICANS Mar. 1976

SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Samoan Islands.

UF American Samoans

School Employees

USE SCHOOL PERSONNEL

School Resegregation

USE SCHOOL SEGREGATION

Schools Within a School Plan

USE HOUSE PLAN

Self Confidence

USE SELF ESTEEM

SELF MUTILATION Jun. 1977

SN Self-inflicted physical injury.

UF Head Banging

SENTENCE COMBINING Jun. 1977

SN Combining a set of kernel sentences into a single complex or compound statement.

UF Transformational Sentence Combining

SOCCER Dec. 1975**SOCIAL INDICATORS** Oct. 1976

SN Output-oriented measures of individuals and groups that reflect quality of life.

Social Science Methodology

USE RESEARCH METHODOLOGY (AND) SOCIAL SCIENCE RESEARCH

SOCIAL SCIENCE RESEARCH Sep. 1975

SN Basic, applied, and developmental research conducted to advance knowledge in the social sciences.

Sociological Studies

USE SOCIAL SCIENCE RESEARCH AND SOCIOLOGY

SOFTBALL

Dec. 1975

SPEECH COMMUNICATION

Jul. 1977

SN Interactions between and among people in which oral messages are initiated and received through verbal symbols and nonverbal symbols, the latter including facial expression, body movement, spatial relationships, and nonverbal vocal cues.

Sports News

USE ATHLETICS (AND) NEWS MEDIA

Sports Reporting

USE ATHLETICS (AND) NEWS REPORTING

Staff Development

USE STAFF IMPROVEMENT

State Federal Support (Del Jul77)

USE STATE FEDERAL AID

STRESS (PHONOLOGY)

Mar. 1976

Student Enrollment (Del Jul77)

USE ENROLLMENT

STUDENT EVALUATION OF TEACHER PERFORMANCE

May 1976

SN Student involvement in judging, rating, or assessing the quality of teacher performance or competence.

STUDENT FINANCIAL AID

Mar. 1976

UF Student Aid

STUDENT RECRUITMENT

Feb. 1976

SN Activity designed to encourage students or potential students to enroll in a particular program, course, or class, or at a particular institution.

Subprofessionals (Del Jul77)

USE PARAPROFESSIONAL PERSONNEL

SYSTEMS BUILDING

Dec. 1976

SN Application of the systems approach to construction, normally resulting in the organization of programing, planning, design, financing, manufacturing, construction, and evaluation of buildings under single or highly coordinated management into an efficient total process.

Teacher Rating (Del Jul77)

USE TEACHER EVALUATION

Test Item Banks

USE ITEM BANKS

TEST ITEMS

Mar. 1977

SN Questions, problems, and other items which elicit responses which can be measured as single units and related to the skill the test is measuring as a whole.

TOTAL COMMUNICATION

Jul. 1977

SN Use of all available forms of communication to develop language competence--includes the use of appropriate aural, manual, and oral modes of communication to ensure effective communication with and among the aurally handicapped.

TRACK AND FIELD

Dec. 1975

UNITS OF STUDY

Jul. 1977

SN Subdivisions of instruction within a course, textbook, or subject field.

Units Of Study (Subject Fields) (Del Jul77)

USE UNITS OF STUDY

Universal Education (Del Dec76)

USE EQUAL EDUCATION

Urban Immigration (Del Oct76)

USE RURAL TO URBAN MIGRATION

URBAN TO RURAL MIGRATION

Oct. 1976

SN Population movement from urban areas to rural areas for purpose of relocation.

URBAN TO SUBURBAN MIGRATION

Oct. 1976

SN Population movement from urban areas to suburban areas for purpose of relocation.

VOLLEYBALL

Dec. 1975

WELSH

Sep. 1975

SN The Celtic language of Wales.

White Black Relations

USE RACE RELATIONS

WIDOWED

Nov. 1975

SN Widows and widowers.

WORK SAMPLE TESTS

Dec. 1976

SN Use of job tasks, either real or simulated, to ascertain the possession of needed skills for specific jobs and as diagnostic tools in the evaluation of vocational rehabilitation clients.

UF Job Samples

Job Sample Tests

Work Samples

Other ERIC Products

RESEARCH IN EDUCATION—REPORT RÉSUMÉS November 1966—December 1967

The National Standards Association has reprinted in one volume the Report Résumés which appeared in the first 14 issues of *Research in Education* beginning November 1966 and ending December 1967. These issues of RIE are no longer available through the Government Printing Office.

There are 2,349 documents abstracted in this volume with identification numbers ED 010 000 to 012 348.

Copies of Report Résumés are available for immediate delivery and are sent postpaid. The price is \$24.50 a copy.

Indexes to the Report Résumés are contained in the Annual Index 1967. Contents include author indexes, institutions indexes, subject indexes, and accession number list. The price is \$3.25 a copy.

To order you may use the following form:

.....
National Standards Association, Inc.
1321 14th Street, N.W.
Washington, D.C. 20005

I am enclosing \$_____ (check or money order) for the following:

- ☐ *Research in Education* Report Résumés November 1966-December 1967, \$24.50
- ☐ *Research in Education* Annual Index 1967, \$3.25
- ☐ *Research in Education* Report Résumés and Annual Index 1967, \$27.35

Name _____

Address _____

City _____ State _____ Zip Code _____

CURRENT INDEX TO JOURNALS IN EDUCATION

Published in cooperation with the National Institute of Education, CIJE is the most complete guide for current awareness of all important educational periodical literature. For the first time, detailed indexing for articles in over 700 education and related journals is available to you. *Over 20,000 articles indexed yearly.*

Directed to all librarians and educational researchers, CIJE includes:

- References to the most current periodical literature
- Brief annotations outlining the scope and substance of most articles indexed
- Subject, author, journal contents, and main entry indexes

Current Index to Journals in Education—Subscription Prices (1977)

Monthly	\$ 62
Monthly with two Semiannual Cumulations	\$110
Two Semiannual Cumulations	\$ 55

Examination copies of CIJE are available upon request.

BACK VOLUMES (1969–1976)

Annual Cumulations \$40.00 per year
1969, 1970, 1971, 1972, 1973, 1974

Semiannual Cumulations (2 volumes per year)
1975 (Jan–June); 1975 (July–Dec) \$20.00 per volume
1976 (Jan–June); 1976 (July–Dec) \$25.00 per volume

Please direct your orders to: MACMILLAN INFORMATION DIVISION

Order Department
Front and Brown Streets
Riverside, New Jersey 08075

THESAURUS OF ERIC DESCRIPTORS—SEVENTH EDITION

The *Thesaurus of ERIC Descriptors* has been developed during the past 10 years under the auspices of the Educational Resources Information Center (ERIC) as an essential tool for users of **Resources in Education**. This edition, published by Macmillan Information, A Division of Macmillan Publishing Co., Inc., supersedes previous paperback editions. It contains all newly added descriptors, a descriptor group display, a descriptor listing, and rotated descriptor and hierarchical display as of July 1977. Also included is *The Role and Function of a Thesaurus in Education* by Dr. Frederick Goodman, Associate Professor of Education at the University of Michigan. This special article will bring to educators and other professionals the insight of one of the leading educators in the field of vocabulary development and communication.

Searches of the ERIC system can be done more quickly and in greater depth by consulting the newest thesaurus. The *Thesaurus of ERIC Descriptors* may be purchased for \$9.95 from Macmillan Information at the address given above.

BOOKS TO HELP YOU USE ERIC EFFECTIVELY AND ECONOMICALLY

ANNUAL CUMULATIONS OF RESOURCES IN EDUCATION

ERIC EDUCATIONAL DOCUMENTS (RIE) ABSTRACTS

These volumes bring together, in succinct abstract form, reports covering *current, significant topics in the field of education*. They provide ready reference to trends and new curriculum developments, school operations, teaching methods, library services, and literally hundreds of other subjects of urgent concern to professional educators. Each abstract cites the author, source, publication date, availability, and price of the original report; and most abstracts provide a clear, concise summary of the report's contents and conclusions.

Included are all reports which have appeared in *Resources in Education*, a monthly report announcement journal available through the Government Printing Office.

Calendar years are bound in separate volumes. 1968/1969/1970/1971/1972/1973/1974/1975

\$50.00 per volume

ERIC EDUCATIONAL DOCUMENTS (RIE) INDEX

Gathered for the first time in one source are the indexes to all research documents in the ERIC collection: *Research in Education*, 1966 through 1974; *The ERIC Catalog of Selected Documents on the Disadvantaged*; and *Office of Education Historical Reports*, 1956 through 1965.

These subject-author indexes provide titles and identification/accession numbers to the documents and report literature announced in the monthly issues of RIE. The use of these indexes reduces the number of sources previously necessary for retrospective searching in the ERIC document collection.

1966-1969 (2 vol.) \$60.00

1970-1971/1972/1973/1974/1975 \$35.00/volume

ERIC BIBLIOGRAPHIES

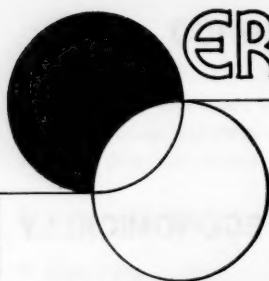
The following bibliographies provide access to all documents processed by ERIC on a given subject; they are designed to serve the information needs of researchers in specific areas of specialization.

Each volume includes citations derived by searching the ERIC data base utilizing a profile of subject terms from the *Thesaurus of ERIC Descriptors*. Journal articles pertaining to the subject and indexed by CIJE are also included. Each volume is organized into four sections: *ERIC Documents*, *ERIC Journal Articles*, *Subject Index*, and *Author Index*.

<i>Career Education</i>	\$ 9.95
<i>Early Childhood Education</i>	9.95
<i>Educational Finance</i> clothbound	8.95
paperbound	5.95

<i>ERIC Information Analysis Products</i>	
1967-1972	14.95
<i>Library and Information Sciences</i>	9.95
<i>Reading: An ERIC Bibliography</i>	
1970-1972	9.95
<i>Social Studies and Social Science Education</i>	9.95

Please direct your orders to: Macmillan Information
Order Department
Front & Brown Streets
Riverside, New Jersey 08075



ERICTAPES ERICTOOLS

HAVE A COMPUTER?

LOOK AT ERICTAPES!

The Educational Resources Information Center (ERIC) data base is now available on magnetic tape in a variety of formats and options from Operations Research Incorporated. Under special authorization from the National Institute of Education (DHEW), these tape files are offered at unusually low cost to encourage the widest possible dissemination.

The ERIC data base provides coverage of the significant literature in the field of education research. Report literature (announced in *Research In Education*) is covered from 1966 to date, and journal article literature (announced in *Current Index to Journals in Education*) is covered from 1969. Monthly, quarterly, and annual updates are available for *RIE*, and quarterly and annual updates for *CJIE*, so that the files may be kept current.

The basic files are available in either the ERIC Format (IBM 360 OS) or in the Library of Congress MARC II Format. These files include the complete resume, (document description, indexing, and abstract or annotation) of each document announced in the respective journal, in accession number order. A variety of peripheral files, including Postings Files (inverted subject and source indexes) and the Thesaurus (controlled indexing vocabulary) are also

available on magnetic tape, and almost any segment of the master files is obtainable on Special Order.

The files may be purchased individually or as a collection, and substantial discounts are available on annual subscriptions for updates. The files are written on new, high quality, 9-track tapes (600-1200, or 2400-ft., as appropriate) at either 1600 or 800 BPI and are guaranteed. Prices per tape reel start as low as \$50.

NO COMPUTER?

LOOK AT ERICTOOLS!

For organizations without access to a computer,* ERICTOOLS provide manual multi-viewpoint access to the ERIC document collection. ERICTOOLS are a series of printed indexes, directories, and cross-reference lists, which have heretofore been available only internally to components of the ERIC network. The Title Index provides access by document title. Postings publications provide access by subject index terms, i.e., Descriptors (controlled indexing vocabulary), and Identifiers (uncontrolled subject indexing); and institutional sources, i.e., corporate authors and sponsoring agencies. Cross-reference lists lead the inquirer to the accession number (ED number) from: Report Number; Project Number; Contract Number; Grant Number; and Clearinghouse Accession Number. Also offered is the ERIC Operating Manual, the rules, procedures and guidelines which keep the many components of the ERIC network synchronous with each other.

The documents are available individually and on annual subscription at a discounted price. Prices start from as low as \$10 for some individual documents.

*Many of these documents are also valuable tools for computer searches.

For additional information, complete and mail the reply form or call: **ERICTAPES/ERICTOOLS (301) 656-9723**
Operations Research Incorporated 4833 Rugby Avenue, Suite 303, Bethesda, Maryland 20014

PLEASE SEND ME INFORMATION ON THE ITEMS CHECKED BELOW

ERICTAPES

- ☐ REPORT RESUME LINEAR FILES (ERIC Format) **Resources in Education (formerly Research In Education) (RIE)**
- ☐ JOURNAL RESUME LINEAR FILES (ERIC Format) **Current Index to Journals in Education (CJIE)**
- ☐ REPORT RESUME LINEAR FILES (MARC II Format) **RIE**
- ☐ JOURNAL RESUME LINEAR FILES (MARC II Format) **CJIE**
- ☐ PERIPHERAL FILES Postings Files (Descriptors Identifiers. Sources): Thesaurus
- ☐ SPECIAL ORDERS Back Files, Sequences, CH Collections, etc.

ERICTOOLS

- ☐ ERIC Network Working Documents
Title Index, Sources, Postings, Operating Manual, Indexes

Name _____

Organization _____

Address _____

City _____

State _____ Zip _____

(Order forms will accompany all descriptive material)

ERIC

DOCUMENT REPRODUCTION SERVICE
P.O. Box 190 ARLINGTON, VIRGINIA 22210 • (703) 841-1212

ORDER FORM

SHIP TO: _____

- BILL TO: _____

Title _____

MICROFICHE (MF)	
NUMBER FICHE EACH ED #	Price
1 to 5 (up to 480 pages)	\$.83
6 (481-576 pages)	1.00
7 (577-672 pages)	1.16
8 (673-768 pages)	1.33
Each additional microfiche (additional 96 pages)	167

PAPER COPY (HC)	
NUMBER PAGES EACH ED #	Price
1 to 25	\$1.67
26 to 50	2.06
51 to 75	3.50
76 to 100	4.67
Each additional 25 pages	1.34

ED NUMBER	NO. OF PAGES	NO. OF COPIES		UNIT PRICE	TOTAL
		MF	HC		
TOTAL NO. OF PAGES				SUBTOTAL	
TAX EXEMPT NO. _____		VA RESIDENTS ADD 4% SALES TAX			
		POSTAGE			
DEPOSIT ACCT. NO. _____		TOTAL			

1st CLASS POSTAGE FOR		4TH CLASS POSTAGE FOR TOTAL MF OR HC PAGES INDICATED (Allow 3-4 weeks delivery time from date of order)									
		1 lb. 75 or fewer MF or HC Pages	2 lbs. 76-150 MF or HC Pages	3 lbs. 151-225 MF or HC Pages	4 lbs. 226-300 MF or HC Pages	5 lbs. 301-375 MF or HC Pages	6 lbs. 376-450 MF or HC Pages	7 lbs. 451-525 MF or HC Pages	8 lbs. Additional 75 MF or HC Pages		
1-3 Microfiche Only	4-7 Microfiche Only	.13	.24	.30	.41	.52	.63	.74	.85	.96	.08

*Expedited delivery is available by requesting UPS delivery and including payment. Charges vary depending upon total weight of order and final destination. The chart below gives maximum charges for this service from Arlington, Virginia. It will be the customers' responsibility to calculate the correct amount, or to send in the maximum amount. Overpayments will be refunded upon request.

1 lb. 75 or Fewer MF or HC Pages	2 lbs. 76-150 MF or HC Pages	3 lbs. 151-225 MF or HC Pages	4 lbs. 226-300 MF or HC Pages	5 lbs. 301-375 MF or HC Pages	6 lbs. 376-450 MF or HC Pages	7 lbs. 451-525 MF or HC Pages	8+ lbs. Each Additional 75 MF or HC Pages
Not to Exceed \$0.99	Not to Exceed \$1.27	Not to Exceed \$1.55	Not to Exceed \$1.84	Not to Exceed \$2.12	Not to Exceed \$2.40	Not to Exceed \$2.69	Cost may range from \$2.97 to \$14.85

413

GENERAL INFORMATION

1. PRICE LIST

The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the National Institute of Education Contracting Officer.

2. PAYMENT

The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CMIC.

3. REPRODUCTION

Express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

CMIC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of CMIC including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond CMIC's control and without negligence on the part of CMIC; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

CMIC's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CMIC be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

CMIC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY

CMIC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMIC. Best available copy will be supplied.

8. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMIC.

9. DEFAULT AND WAIVER

- If Customer fails with respect to this or any other agreement with CMIC to pay any invoice when due or to accept any shipment as ordered, CMIC may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.
- No course of conduct nor any delay of CMIC in exercising any right hereunder shall waive any rights of CMIC or modify this Agreement.

10. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

11. DEPOSIT ACCOUNTS

Customers who have a continuing need for ERIC documents may open a Deposit account by depositing a minimum of \$200.00. Once a deposit account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. STANDING ORDER ACCOUNTS

Customers who desire to receive microfiche copies of all ERIC reports announced in each issue of Resources in Education may do so by depositing \$2000.00 or submitting an executed purchase order. The cost of each issue and postage will be charged against the account. A monthly statement of the account will be furnished.

13. PAPER COPY (HC)

A paper copy (HC) is xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

14. FOREIGN POSTAGE

Postage for all countries other than the United States is based on the international Postal Rates in effect at the time the order is shipped. To determine postage allow 75 microfiche or 75 (HC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

OTHER ERIC COLLECTIONS AVAILABLE FROM EDRS

STANDING ORDERS

Subscription orders of microfiche copies of all ERIC reports announced in each issue of *Resources in Education* average \$160.00 per month at the rate of 8.7¢ per microfiche.

BACK COLLECTIONS (Postage extra)

Reports in <i>Research in Education</i> for 1966 and 1977	\$ 385.06
Reports in <i>Research in Education</i> for 1968	1,159.36
Reports in <i>Research in Education</i> for 1969	1,383.21
Reports in <i>Research in Education</i> for 1970	1,408.36
Reports in <i>Research in Education</i> for 1971	1,643.69
Reports in <i>Research in Education</i> for 1972	1,701.28
Reports in <i>Research in Education</i> for 1973	1,481.70
Reports in <i>Research in Education</i> for 1974	1,548.60
Reports in <i>Resources in Education</i> for 1975	1,734.61
Reports in <i>Resources in Education</i> for 1976	1,817.52
Reports in <i>Resources in Education</i> for 1977 (estimated)	1,800.00

AIM/ARM MICROFICHE COLLECTIONS (postage extra) \$0.158/fiche

CLEARINGHOUSE MICROFICHE COLLECTIONS (postage extra) \$0.162/fiche

SPECIAL COLLECTIONS (postage extra)

<i>Office of Education Research Reports 1956-65</i>	\$ 404.43
<i>Pacesetters in Innovation, Fiscal Year 1966</i>	144.57
<i>Pacesetters in Innovation, Fiscal Year 1967</i>	175.31
<i>Pacesetters in Innovation, Fiscal Year 1968</i>	112.12
<i>Selected Documents on the Disadvantaged</i>	334.28
<i>Selected Documents in Higher Education</i>	153.48
<i>Manpower Research: Inventory for Fiscal Year 1966 and 1967</i>	79.67
<i>Manpower Research: Inventory for Fiscal Year 1968</i>	44.41
<i>Manpower Research: Inventory for Fiscal Year 1969</i>	57.71

HOW TO ORDER ERIC PUBLICATIONS

Purchase from: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Title	GPO Price
Resources in Education Monthly Abstract Journal.	Yearly Subscription Domestic \$42.70 Foreign \$53.40 Single Issues \$ 3.60
Resources in Education Semiannual Indexes	Yearly Subscription Domestic \$18.00 Foreign \$22.50 Single Issues \$ 9.00 Foreign \$11.25





ERIC Clearinghouses Each of the 16 clearinghouses, as well as acquiring, reviewing, abstracting, and indexing the documents announced in **Resources in Education**, also prepares bibliographies and interpretive summaries of research which appear in **Resources in Education** and are disseminated through the ERIC Document Reproduction Service. Because clearinghouses have limited resources for providing detailed replies to inquiries for information on specific topics, educators are urged to subscribe to **Resources in Education** and obtain the other ERIC publications to search for desired information.

ERIC Clearinghouses and their addresses are listed below:

ERIC CLEARINGHOUSES ON

CAREER EDUCATION (CE)

Ohio State University
Center for Vocational Education
1960 Kenny Rd.
Columbus, Ohio 43210

COUNSELING AND PERSONNEL SERVICES (CG)

University of Michigan
School of Education Building, Room 2108
East University & South University Sts.
Ann Arbor, Michigan 48104

EARLY CHILDHOOD EDUCATION (PS)

University of Illinois
College of Education
805 W. Pennsylvania Ave.
Urbana, Illinois 61801

EDUCATIONAL MANAGEMENT (EA)

University of Oregon
Eugene, Oregon 97403

HANDICAPPED AND GIFTED CHILDREN (EC)

The Council for Exceptional Children
1920 Association Dr.
Reston, Virginia 22091

HIGHER EDUCATION (HE)

George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036

INFORMATION RESOURCES (IR)

Syracuse University
School of Education
Area Instructional Technology
Syracuse, New York 13210

JUNIOR COLLEGES (JC)

University of California at Los Angeles
Powell Library, Room 96
405 Hilgard Ave.
Los Angeles, California 90024

LANGUAGES AND LINGUISTICS (FL)

Center for Applied Linguistics
1611 North Kent St.
Arlington, Virginia 22209

READING AND COMMUNICATION SKILLS (CS)

National Council of Teachers of English
1111 Kenyon Rd.
Urbana, Illinois 61801

RURAL EDUCATION AND SMALL SCHOOLS (RC)

New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003

SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)

Ohio State University
1200 Chambers Rd., Third Floor
Columbus, Ohio 43212

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION (SO)

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

TEACHER EDUCATION (SP)

American Association of Colleges for
Teacher Education
One Dupont Circle, N.W., Suite 616
Washington, D.C. 20036

TESTS, MEASUREMENT, AND EVALUATION (TM)

Educational Testing Service
Princeton, New Jersey 08540

URBAN EDUCATION (UD)

Columbia University
Teachers College, Box 40
525 West 120th St.
New York, New York 10027

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, \$300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF HEW
HEW 398



SPECIAL 4TH CLASS BOOK RATE

RIE SERIALS300SEISSDUE005R 1
SERIALS DEPARTMENT
XEROX UNIVERSITY MICROFILMS
300 N ZEEB RD
ANN ARBOR MI 48106

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE / NATIONAL INSTITUTE OF EDUCATION

